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PREFACE

Fundamental Principles of the Berlitz Method.

1. — Direct association of Perception and Thought with the Foreign Speech and Sound.

2. — Constant and exclusive use of the Foreign Language.

Means of Attaining this End.

I. — Teaching of the Concrete by Object Lessons.

II. — Teaching of the Abstract by the Association of Ideas.

III. — Teaching of Grammar by Examples and Ocular Demonstration.

The Berlitz Method is the systematized application of the psychological process which enables a child to learn its mother tongue; it is adapted, however, to the different stages of mental maturity reached by a youth or an adult.

In the Berlitz Method, translation as a means of acquiring a foreign language is entirely abandoned. From the first lesson, the student hears only the language he is studying. The reasons for this feature of the method are as follows:

1. In all translation-methods, most of the time is taken up by explanations in the student's mother tongue, while but few words are spoken in the language to be learned. It is evident that such a procedure is contrary to common sense.

2. He who is studying a foreign language by means of translation, neither gets hold of its spirit nor becomes accustomed to think in it; on the contrary, he has a tendency to base all he says upon what he would say in his mother tongue, and he cannot prevent his vernacular from invading the foreign idiom, thereby rendering the latter unintelligible or, at least, incorrect.

3. A knowledge of a foreign tongue, acquired by means of translation, is necessarily defective and incomplete; for there is by no means for every word of the one language, the exact equivalent in the other. Every language has its peculiarities, its idiomatic expressions and terms, which cannot possibly be rendered by translation. Furthermore, the ideas conveyed by an expression in one language are frequently not the same as those conveyed by the same words in the other.

These undeniable facts suffice to show clearly that all translation-methods are deficient, and prove that every language must be learned out of itself. This is also confirmed by the well-known experience of a traveller in a foreign country. He learns with little trouble and in a comparatively short time to speak the foreign language fluently, whilst the student at school, in spite of his wearisome work with grammar and translation exercises, vainly strives for years to obtain the same result.

Instruction by the Berlitz Method is to the student what the sojourn in a foreign land is to the traveller. He hears and speaks only the language he wishes to learn, as if he were in a foreign country. He has, however, the advantage that the language has been methodically and systematically arranged for him.

In order to make himself understood, the teacher in the Berlitz Method resorts at first to object lessons. The ex-

pressions of the foreign language are taught in direct association with perception; the student thus forms the habit of using the foreign tongue spontaneously and easily, as he does his mother tongue, and not in the roundabout way of translation. The difficulties of grammar, which frequently are created only by translation and the consequent comparison with the mother tongue, are greatly diminished. It is, for instance, just as easy for the student to learn "I you see" (French form) as it is "I see you" (English form). The difficulty appears only when the student compares the foreign expression with that of his mother tongue, in which the construction is different. It is also evident that the value of the various words and constructions is understood much more easily by means of the practical and striking examples of object lessons than by the abstract rules of theoretical grammar.

What cannot be taught by means of object lessons is elucidated by being placed in proper context; *i.e.*, the new words are used among previously learned expressions in such a manner that the meaning of the new becomes perfectly clear from its connection with what precedes and follows; this is in accordance with the established mathematical principle of finding the value of the unknown X through its relation with the known quantities A and B. In the more advanced lessons, new words may frequently be explained by simple definitions containing the vocabulary previously acquired.

The entire stock of words used in the book is given principally in the form of conversation between the teacher and the student; whilst in the arrangement of the lessons our aim has been to give the most necessary and the most useful first, so that if the student discontinues at any point, he will be able to turn what he has acquired to practical use.

Edition of 1918.

"Docendo discimus." Experience has shown us that a number of expressions demanded too much reflection on the part of the student, who was thereby exposed to the danger of mentally having recourse to his mother tongue. We have, therefore, transferred certain matter to later stages, when the student's inclination to think in his mother tongue has almost disappeared and his "ear" has been formed to such a degree that he may be guided in a large measure by intuition.

We are convinced that this new arrangement of the lessons will make the method not only easier but also still more interesting and efficient.

Synopsis of the Lessons contained in the First Book.

Preparatory Lessons (Object teaching).

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HINTS TO THE TEACHERS

1. Before giving any lesson, the teacher should be perfectly familiar not only with the contents of that lesson but also with those of the preceding ones. Unless he is well acquainted with the vocabulary already learned, he is not certain of employing only known words in his explanations; and trying to explain a new expression with others equally new would, of course, be useless.

2. The examples in the book must be modified so as to suit circumstances and surroundings; and as the progress of the student is in proportion to the amount of drill he receives, the teacher should greatly multiply the examples — being careful, however, not to give anything too difficult, but merely to imitate the expressions laid down in the book. "Repetitio est mater studiorum."

3. New words and expressions should generally be written on the blackboard, but only **after** they have been practised a little. The student must at first learn through the ear, in order to acquire a good pronunciation. If he sees the spelling before having learned the spoken words, he will unconsciously attach to the letters the pronunciation of his mother tongue and will thus be prevented from fully grasping and imitating the foreign sounds.

4. If a student hesitates to answer, the teacher must help him immediately and, if necessary, write the expression on the blackboard. After which, the same question should be repeated, in order to see whether the student can answer then. Subjects that seem difficult to the student must not be given so long as to fatigue

him, but the teacher should frequently return to the subjects until they are mastered.

5. When correcting a mistake, the teacher should merely pronounce the correct expression without quoting the mistake. Repeating the mistake would accustom the student's ear to the wrong expression, whereas it should be familiarized with the correct form. The latter should be repeated several times so as to efface all remembrance of the mistake.

6. The student should never be allowed to prepare lessons in advance; as, however diligent and talented he may be, he cannot help mispronouncing and misconstruing a number of expressions. He does this without being aware of it. That such practising of mistakes does more harm than good needs no further explanation.

After the sixth lesson, however, the student should continually **review** at home all lessons previously had and should familiarize himself thoroughly with them.

7. We have divided the lessons not according to hours of instruction but according to the matter treated. The teacher may therefore give more than one lesson in an hour if the lessons are short and easy, or he may devote several hours to one lesson if it is long and difficult.

8. Each lesson must first be given orally in order to make a deep impression on the pupil's ear and memory and also to establish a direct association between the sounds received by the ear and the objects, pictures, scenes, etc., presented before the pupil's eyes. This must be repeated until the mental pictures (ideas) are immediately awakened when the sound strikes the ear. After this oral practice the lesson should be read (but not before the sixth lesson has been given) and finally be copied by the pupil; remember that speaking is learned only by speaking, reading by reading, writing by writing.

PREPARATORY LESSONS

We call the teacher's attention to our large coloured wall-pictures, which we have had designed by a renowned artist. These pictures represent everything referring to the topics of daily conversation. They will be a great help in making even the elementary lessons interesting and effective and give the teacher a better opportunity to illustrate the different objects, colours, dimensions, places, positions, etc.

FIRST LESSON

The pencil,	the pen,	the table,
the book,	the box,	the door,
the paper,	the chair,	the window.

What is this? The pencil, the book, etc.

Is this the pencil? { Yes, it is. / No, it is not.

Clothing: The coat, the hat, the glove, the boot, the dress, the necktie, the cuff, the collar, the handkerchief, the pocket.

SECOND LESSON

Colours: Red, blue, yellow, green, black, white, gray, brown.

The pencil is green, the book is blue, the ruler is yellow, the necktie is red, the boot is black, the coat is gray, the hat is brown.

Is the pencil green? Yes, it is.
Is the table green? No, it is not.
What colour is the table? It is brown.
What colour is the pencil? It is green.
What colour is the book? The book is blue **and** yellow.
What colour is the box? The box is blue and white.

The black pencil is long; the red pencil is not long; it is short. — Which pencil is long? What colour is the

long pencil? Which pencil is short? Which pencil is black? etc. Is this pencil long or short?

The brown book is wide (broad); the black book is not wide, it is narrow. — Which book is wide? Which book is narrow? What colour is the wide book? What colour is the narrow book? Is the window wide or narrow?

The red book is long and wide, it is large; the gray book is short and narrow, it is small. — Which book is large? Which book is small? Is the gray book large or small? Is the small book black or gray? Is the red book large? Is the large book red? Which book is small? etc.

THIRD LESSON

A gentleman, a lady.

This is Mr. Berlitz; this is Mrs. Berlitz; this is Miss Berlitz.

Is this Mr. Berlitz? Yes, it is. — No, it is not.
Is this Mrs. Berlitz? Yes, it is. — No, it is not.
Is this Miss Berlitz? Yes, it is. — No, it is not.
Who is this gentleman? It is Mr. . . .[1]
Who is this lady? It is Mrs. . . .[1]
This lady is Mrs. . . . This gentleman is Mr. . . .
You are . . .[2] *I am . . .*[3]
Who is this lady? *She is . . .*
Who is this gentleman? *He is . . .*
Who are you? I am . . .
Who am I? You are . . .
Am I Mr. . . .? Yes, you are (No, you are not).
Are you Mrs. . . . ? Yes, I am (No, I am not).

---

[1] Show pictures of well-known persons.
[2] The pupil's name. [3] The teacher's name.

On, under, in

The box is on the table; the book is under the table.
The pen is in the box. The paper is in the book.
Is the box on the table? Yes, it is.
Is the book on the table? No, it is not.
Is the book on the chair? No, it is not.
Where is the book? Under the table.
Where is the box? On the table.
Where is the pen? In the box.
What is there on the table? The box.
What is there on this chair? The pencil, etc.

Before, behind

The door is before *me*. The window is behind me.
The table is before *you*. The wall is behind you.
Is the table before you? Yes, it is before me.
Is the table before me? No, it is not before you.
Is the window before Mr. B.? Yes, it is before *him*.
Is the blackboard behind Mrs. B.? Yes, it is behind *her*.
Where is the door? Before you.
Where is the window? Behind you.
Where is the table? Before me.
Where is the wall? Behind me.

Who are you? I am Mr. Gough.
Where are you? Before the table.
Who am I? You are Mr. Berlitz.
Where am I? Behind the table.
Where is Mr. Black? He is before the window.
Where is Mrs. Wright? She is behind the table.

The table is not before you **but** behind you. My book is not on the table but under the table. Is the chair before you? No, it is not before me but behind me.

The book is *lying* on the floor. You are *sitting* on the chair. I am *standing* on the floor. Where is the book? Where are you sitting? Are you sitting or standing? Where am I standing? Am I sitting at the table?

This dress is brown; **that** dress is yellow.
What colour is this dress?
Which dress is brown, **this one** or **that one**?
Which pencil is long, this one or that one?
Which book is black, the large one or the **small one**?
Which book is large, the black one or the red one?

FOURTH LESSON

The teacher takes the book. The teacher puts the book on the chair. The teacher takes the ruler. He puts the ruler under the table. He opens the door, he closes the door. He opens the book. He closes the book.

What does the teacher do?
- He takes the book.
- He puts the book on the chair.
- He opens the door.
- He closes the door.

The teacher goes to the window; the teacher comes from the window.

The teacher goes to the door; he comes from the door.

What does the teacher do?
- He goes to the door.
- He comes from the door.

Where does the teacher go? To the door.
From where does the teacher come? From the door.
What does the teacher take? He takes the book.
Where does he put it? On the chair.
Who puts the book on the chair? The teacher.
What does the teacher do? He puts the book on the chair.

I am the teacher. *I take* the book.

Take the book. *You take* the book. *He takes* the book.

I put the book on the chair. Put the book on the table.

You put the book on the table. *She puts* the book on the table.

I open the book. Open the book. *You open* the book. Mr. B. *opens* the book.

I close the book. Close the book. *You close* the book. Mrs. B. *closes* the book. What *do I* do?

What *do you* do? What *does* Mr. B. do? What *does* Mrs. B. do?

I go to the door. Go to the window, please. *You go* to the window.

Mr. Healy *goes* to the blackboard.

Where do I go? Where do you go? Where does Mr. Healy go?

Do I open the door? { Yes, you do. / No, you don't (do not).

Do you close the book? { Yes, I do. / No, I don't (do not).

Does Mr. Howard take the pen? { Yes, he does. / No, he doesn't (does not).

Does Mrs. Smith go to the door? { Yes, she does. / No, she doesn't (does not).

FIFTH LESSON

The Numbers

1 one	4 four	7 seven	10 ten
2 two	5 five	8 eight	11 eleven
3 three	6 six	9 nine	12 twelve

13 thirteen	22 twenty-two	80 eighty
14 fourteen	23 twenty-three	90 ninety
15 fifteen	24 twenty-four	100 one hundred
16 sixteen	25 twenty-five	200 two hundred
17 seventeen	30 thirty	365 three hundred and sixty-five
18 eighteen	40 forty	
19 nineteen	50 fifty	1000 one thousand
20 twenty	60 sixty	1912 nineteen hundred and twelve
21 twenty-one	70 seventy	

I count. Count, please. One, two, three, etc.

Count from 10 to 20, please. Ten, eleven, etc.

These are numbers. What number is this: 3–13–30; 5–15–50; 25–75; 77–88–90, etc.?

This is one pencil; *these are* two pencils. One table, four tables; one box, two boxes; one lady, three ladies; one gentleman, two gentlemen.

Count the pencils, please. There are three pencils on the table. How many pencils are there on the table? Three. How many books? Six. How many persons are there in this room? Five. How many chairs? Eight? How many tables? One.

This is a hand and this is a hand. This is the right hand and this is the left hand. What is this? A hand. Which hand is this? The right hand.

The arm, the foot, the eye, the ear. Which arm is this? Which foot? Which eye? Which ear?

A hand, two hands; a foot, two feet; an eye, two eyes; an ear, two ears. What is this?

What colour is this chair?	What colour are these chairs?
It is brown.	They are brown.
Which book is this?	Which books are these?
It is the black book.	They are the black books.

Which is the black book?	Which are the black books?
This one is.	These are.
That one is.	Those are.
Who is this gentleman?	Who are these gentlemen?
It is Mr. Black.	They are Messrs. Black and Green.
Where is Mr. Black?	Where are Messrs. Black and Green?
He is standing here.	*They are* sitting behind the table.

You are sitting and I am sitting; *we are* sitting.

Are we standing or sitting? Is the teacher sitting? Are the pupils standing?

The table is behind you and behind me; it is behind **us.** What is behind us? Where is the table? Is the table before Messrs. Black and Green? Yes, it is before **them.**

SIXTH LESSON

The teacher takes the chalk. He writes on the blackboard.

He writes A B C. A is a letter, B is a letter. I write letters. I write words. I write a sentence. Does the teacher write? Yes, he writes. What does he write?

Please take the pencil and write. What do you do?

Write your name. What do you write?

I take my book and I open it. I read.

Here is a book. Please read this word. Read this sentence.

What do you do? I read. Do you write? No, I do not write, I read. Do you read the newspaper? No, I do not read the newspaper, I read a book.

The names of the English letters are: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Which letter is this?

The alphabet begins with A; it ends with Z. A is the first letter of the alphabet, and Z is the last one. A is the first letter, B the second, C the third, D the fourth, E the fifth, F the sixth, G the seventh, H the eighth, I the ninth, and J the tenth. T is the twentieth, U the twenty-first, V the twenty-second, W the twenty-third, X the twenty-fourth, Y the twenty-fifth, Z the twenty-sixth.

How many letters are there in the English alphabet? How many vowels? How many consonants? How many letters are there in this word? How many words are there in this sentence? Which letter is D, the fourth or the fifth? Is Y the last letter of the alphabet? With what letter does the alphabet begin? With what letter does it end? With what word does this sentence begin? On what page does the first lesson end? What page is this?

A is *before* B; C is *after* B. C is *between* B and D. What letter is before H? What letter comes after K?

This word is English: "Gentlemen"; this word is German: "Herr"; and this word is French: "Monsieur." What letter is this in English; in French; in German? Is this an English word or a French one? Is this an English book?

I spell the word table: "t-a-b-l-e." How do you spell the word "window"? I spell it: "w-i-n-d-o-w." How do you spell "door," "wall," etc.? I pronounce this word in English: "Paris." I pronounce it in French: "Pari." How do you pronounce this word in English: "Berlin"? How do you pronounce it in German? How do you pronounce "Homer" in English? What is the English pronunciation of "Virgil"? What is the English

pronunciation of "Worcester"; "Greenwich"; "Norfolk"; "Leicester"; "Brighton"?

Do you read English? Do you write French? Do you read German? I write English, I read English, and I speak English. Do you speak English? In London they speak English, in Paris they speak French, in Berlin they speak German. What do we speak here, English or French?

Is it correct to pronounce the second *l* in Lincoln? No, it is incorrect. The correct English pronunciation of that word is Ling'kn. What is the correct French pronunciation of "Dumas"?

Questions	Answers
What is this?	It is a book.
What do you do?	I read.
Where is the book?	In my hand.

I ask a question: "Who am I?" Please answer my question.

Ask me where my book is. ("Where is your book?")

My name is . . . Your name is . . .

Ask me what my name is. ("What is your name?")

Ask me how many books are here.

SEVENTH LESSON

This is **my** pencil and that is **your** pencil.

My pencil is black; your pencil is red.

Mr. Johnson's book is brown; Mrs. Coleman's book is black.

Is this Mr. Johnson's book? Yes, it is **his** book.

Is that Mrs. Coleman's book? Yes, it is **her** book.

Whose pencil is this? It is my pencil.
Whose book is this? It is your book.
Whose pen is this? It is Mr. Johnson's pen.
Whose box is this? It is Mrs. Coleman's box.
My necktie is black; your necktie is gray.
My hat is brown; your hat is black.
What is the colour of your necktie? My necktie is gray.
What is the colour of my necktie? Your necktie is black.
What is the colour of Mr. Sweet's hat? His hat is black.
What is the colour of Mrs. Bingham's gloves? Her gloves are brown.

Open your book, please. You open your book and I open my book. What do we do? We open **our** books. Mr. Smith and Mr. White, open your books. What do Messrs. Smith and White do? They open **their** books. Do they open their books? Yes, they do.

You close your book and I close my book. What do we do? Do we close our books?

Take your pencils. Do these gentlemen take their pencils?

Take a book. *You have* a book in your hand. *I have* a pen in my hand. What have I in my hand? What have you in your hand?

Mrs. Bingham *has* a hat on her head. What has Mrs. Bingham on her head? I have a black jacket. Mr. Sweet has a gray jacket. You have a blue dress. Have I a black jacket? Has Mr. Sweet a black jacket? Have you a black dress? You have blue eyes. I have brown eyes. Have you blue eyes or brown eyes? You have blond hair. I have black hair. Have I black hair? What colour eyes have I? What colour hair have you?

You have a pencil; I have a pencil; we have two pencils. The teacher has a ruler. The pupils have books.

What have you? What have I? What have we? What has the teacher? What have the pupils?

Have you a book? { Yes, I have *a book*. / No, I have *no book*.

Have I a pencil? { Yes, you have *a pencil*. / No, you have *no pencil*.

Take a book, please.

{ You take a book. / You are taking a book. } { I take a book. / I am taking a book. }

{ We take books. / We are taking books. }

{ What do you do? / What are you doing? } { What do I do? / What am I doing? }

{ What do we do? / What are we doing? }

{ The teacher opens his book. / He is opening his book. } { What does the teacher do? / What is the teacher doing? }

{ The pupils open their books. / They are opening their books. } { What do the pupils do? / What are the pupils doing? }

The theatre:

{ I go to the theatre. / I am going to the theatre. } { You go to the theatre. / You are going to the theatre. }

{ We go to the theatre. / We are going to the theatre. }

{ Where do I go? / Where am I going? } { Where do you go? / Where are you going? }

{ Do I go to the theatre? / Am I going to the theatre? }

Do you go to the theatre?	Do we go to the theatre?
Are you going to the theatre?	Are we going to the theatre?

The church; the school:

Mr. Goodman goes to church.	Where does Mr. Goodman go?
He is going to church.	Where is he going?
Mr. Charles and George go to school.	Where do they go?
Charles and George are going to school.	Where are they going?

EIGHTH LESSON

You have one pencil; I have three pencils. I have *more* pencils *than* you. How many pencils have I? How many have you? Have I more pencils than you?

You have ten pens; Mr. Miller has five pens. You have more pens than Mr. Miller. Mr. Miller has *not so many* pens *as* you. Has Mr. Miller *as many* pens *as* you? Yes, he has as many. No, he has not so many.

I have five books; you have two books. Have I more books than you?

Have you as many books as I? Who has more books, you or I?

Many, more, few, fewer

In the thick book there are many pages; in the thin book there are few pages. In the large class there are many pupils, in the small one there are few.

Are there many chairs in the large room? Yes, there are many. How many are there? There are twenty or

thirty. Are there many in this room? No, there are few chairs here. How many are there here?

I have one pencil. How many have you? Two. Has Mr. Smith more or fewer? He has the same number. Have you three books? No, I have *only* two. Mrs. Black has three pencils and I have three. Has she as many pencils as I? Yes, she has as many. Have you as many? No, I have not so many. How many pens have you? I have no pen (I have *none*). Have you more pencils than I? No, I have fewer. Have we more books than pencils? Yes, we have more books.

Mr. Smith has many books in his room, more than one thousand. Have you as many as he? Have I many students in this class? No, I have few; not more than four. Are there many chairs in this room? No, there are few.

In this picture there are many people. Are there many people in this picture?

Are there many letters in this book? Oh yes, there are very many. And in the other book are there as many? There are *more;* there are *over one million.*

What colour are these books? *One* is black and *the other* is red. Is one of the pencils black? No, they are *both* red. Has Mrs. Fuller gloves on both hands? Yes, she has gloves on both hands. Have I gloves on both hands? No, you have a glove on one hand, but not on the other. Where are your gloves? One is on the chair and the other in my pocket.

Your gloves are brown and my gloves are brown. Your gloves are of *the same* colour as my gloves. Mr. Miller's gloves are of a different colour; they are black. Is the table of the same colour as the chairs? Are my boots of the same colour as my hat?

NINTH LESSON

What is there on the table? There are books, pens, and pencils. How many books are there? There are four.

How many pencils are there? Three.

How many pens? Two.

How many boxes? One.

How many rulers? None.

Are there no rulers on the table? *No, there are none.*

Are there no books on the table? *Yes, there are some.*

What is there in this box? There are matches. Are there some pens in this paper? Yes, there are some. No, there are none. Have you no money in your pocket? Yes, I have some. No, I have none.

Have you a hat? { Yes, I have one. / No, I have none.

Have you any gloves? { Yes, I have some. / No, I have not any. / No, I have none.

Where are the books? Some are on the table and some are on the chair. Are there any on the floor? No, there are none (not any). Are there any pencils on the chair? Yes, there are some on the chair. (No, *all* the pencils are on the table.) Are any of the pupils standing? No, *they are all* sitting. (Yes, some are standing.)

On this chair there is a book, on that chair there is nothing. In my right hand there is a pen, in my left hand there is nothing. What is there in my right hand? What is there in my left hand? What is there on this chair? On that chair?

What is there on the sofa? **Nothing.** Is there **anything** in this box? Oh yes, there is **something** in it. What? A penholder. Are you writing anything? Yes,

I am writing my English lesson. Is John doing anything? No, he is not doing anything. What is Charles doing? Nothing.

Where is Mr. Smith? He is in the other room. Who is in the corridor? **Nobody.** Is there **anybody** at the table? Yes, there is **somebody.** Who is there? Mr. Miller is sitting there. Is he doing anything? Yes, he is reading a book.

Sit down (take a seat) at the table and write your exercises. Where do you take a seat? What are you doing? *Get up* from the chair and take a seat on the sofa. Where do you get up from? Where do you sit down?

I *go out* of this room. Who is going out of this room? Where do I come from? Does Mr. Walker go out of the room? No, *he remains* in it.

I go out of the room. I *come into* the room. Am I coming into the room? Yes, you are coming into the room. No, you are not coming into the room; you are remaining in the corridor.

I give a book to you or *I give you a book. To whom* do I give the book? You give it to me. *Who* gives you the book? You do.

Me, him, her, us, them

I give you a book. What do I do?

Give me a pencil. What do you do?

I give a box to Mr. White. What do I give (to) Mr. White? You give him a box.

The teacher gives us lessons. What does the teacher do?

I give the pupils their exercises. What do I give (to) the pupils? You give them lessons.

I speak to you; or *I tell you something;* or *I tell something to you.*

I speak to you; I tell you my name.

What do I tell you? Tell me your name, please. What do you do? Tell me what is on the table? What do you tell me? Mrs. White, please tell Mr. Berlitz what you have in your hands. What do you tell Mr. Berlitz?

TENTH LESSON

The pencil. We write *with* a pencil.

The pen. We write with a pen.

The knife. We cut with a knife.

The hands. We take with our hands.

The feet. We walk with our feet.

What do we do with a pencil? With a pen? With a knife? etc.

With what do we write? With a pencil (with a pen).

With what do we cut? With a knife.

With what do we walk?

With our eyes we see; with our ears we hear. I close my eyes, I don't see. I open my eyes, I see.

You are here, I see you. Mr. Berlitz is not here, I don't see him.

Is the table before you? Do you see the table? Is the window behind you? Do you see it? Close your eyes. Do you see? Open your eyes. What do you see on the table? *Whom* do you see? I see the teacher. *Who* sees you? The teacher sees me. With what do we see?

I speak. You hear me speak. Whom do you hear? What do you hear? I hear speaking. I knock; what do you hear? I hear knocking. Do you hear the automobiles in the street? Do you hear me speak? Does your teacher hear you? With what do we hear?

With the nose we smell. The flowers smell *good.* The ink doesn't smell good, it smells *bad.* The gas smells bad. Does the rose smell good? Does the gas smell good? Does the ink smell good?

Flowers: the rose, the tulip, the violet, the pansy.

With the mouth we eat and drink. We eat bread, meat, vegetables, and fruit. We drink water, wine, beer, coffee, tea, and milk.

Fruit: apples, pears, grapes, strawberries.

Vegetables: beans, peas, potatoes, cabbages.

Do you eat bread? Do you drink wine? Do you eat fruit? Do you drink black coffee? Do you take milk in your coffee? No, I don't take milk in my coffee; I drink black coffee. Do you take milk or lemon juice in your tea? I take lemon juice and sugar. Do you eat white bread or brown bread? Do you drink white wine or red wine? Do you eat butter on your bread?

There *is* much — little There *are* many — few

Do you drink much coffee? Do you eat much meat? Do you eat much bread? Do you eat many apples? Do you eat many potatoes? Do you eat much fruit? Have you many flowers?

ELEVENTH LESSON

We eat soup with a spoon. We eat meat with a fork. We cut the meat with a knife. With what do we eat soup? With what do we eat meat? With what do we cut it? The meat is on a plate. On what is the meat? The wine is in a bottle. We pour it into a glass. We drink wine from a glass. We drink coffee from a cup. From what do we drink water and wine? From what do we drink coffee and tea?

Bread is good to eat. Paper is not good to eat. Water is good to drink. Ink is not good to drink. This pencil is not *good;* it does not *write well.* This pen is good; it writes well. This knife is bad; it does not cut well. Is your pen good? Does it write well? Is this knife good? Does it cut well?

The rose smells good; it has a *pleasant odour.* The ink smells bad; it has an *unpleasant odour.* Have strawberries a pleasant odour? Has gas a pleasant odour? Strawberries are *good to eat; they taste good* and they smell good. Coffee with sugar tastes good; coffee with beer tastes bad. Have roses a pleasant odour? Does cheese smell good? Does salt in coffee taste good? Does cabbage smell good? Do strawberries taste good?

We like what tastes good or what smells good. *We dislike* an unpleasant taste or an unpleasant odour. We like the odour of a rose. We like the taste of strawberries. Do you like apples? Do they taste good to you? Do you like to eat cheese? Do you like the odour of cheese? Do you like tea? Do you like the taste of sugar? Do you like to drink wine? Do you like beer? Do ladies like to drink tea? Do children like sugar?

Things that are pleasant to see are *beautiful.* The statue of Venus is beautiful; Apollo of Belvedere is beautiful. In the museums there are many beautiful statues and pictures.

What is unpleasant to the eye is *ugly.* The head of Medusa is ugly. A monkey is not beautiful, it is ugly. The horse is more beautiful than the camel. The rose is a beautiful flower. The owl is ugly. Is Venus of Milo a beautiful statue? Is the peacock beautiful? Is the owl beautiful? Which is more beautiful, the horse or the camel? Has Mr. Redfern beautiful dresses?

TWELFTH LESSON

I close the door, the door is closed; *I cannot* go out. I open the door, the door is open; *I can* go out.

I have a pencil; I can write. Mr. Holloway has no pencil; he cannot (can't) write.

The ceiling is high; I cannot (can't) touch the ceiling. The gas-fixture is low; I can touch it.

I can see the things before me; I cannot (can't) see the things behind me. I close my eyes; I cannot (can't) see.

Mr. Davis has a knife; he can cut the paper. I have no knife; I cannot (can't) cut the paper.

Mr. Berlitz has spectacles; he can see with spectacles; he cannot (can't) see without spectacles.

Can I touch the ceiling? Can I touch the gas-fixture? Can you count the hairs on my head? Can you count the books on the table? Can we put our books into our pockets?

We cut *with* a knife; can we cut *without* a knife? Can we eat soup with a fork? We see with the eyes; can we see without eyes? We walk with the feet; can we walk without feet?

I have no knife; I cannot cut the paper. **Why** can't I cut paper? **Because** I have no knife. The door is closed; you cannot go out. Why can you not go out? Because the door is closed. The box is small and the book is large. We can't put the book into the box. Why can't we put the book into the box? Because the book is large and the box is small. Close your eyes. Can you see? Why can't you see?

The door is open; you can go out. Why do you not go out? Because you do not *want* to go out. You can tear your book but you don't want to tear it. Why don't I

break my watch? Because I don't want to (break it). Can you tear your book? Do you want to tear it? Can you break the window? Do you want to break it?

Mr. Berlitz is in the other room. Do you want to see him? Do you want to eat something? (No, thank you, I don't want to eat anything.) Do you want to drink a glass of water?

If the door is closed, we can't go out. If we close our eyes, we can't see. If I have no chalk, I can't write on the blackboard. If we have no pencils and no pens, we can't write on paper.

Can we go out if the door is closed? Can you eat soup if you have no spoon? Can you cut meat if you have no knife?

You can't go out if you don't open the door. *You are obliged* to open the door if you want to go out. We can't see if we do not open our eyes. We are obliged to open our eyes if we want to see.

To write on the blackboard I am obliged to have chalk. To eat soup I am obliged to have a spoon. To cut meat I am obliged to have a knife. What are we obliged to do if we want to go out? What are we obliged to do if we want to see? What am I obliged to have to write on the blackboard?

EASY READING AND CONVERSATION

HINTS FOR THE TEACHER

1. We have usually employed new words in such a manner that their meaning becomes obvious through the context. The teacher should continue in the same way, *i.e.* explain by means of striking examples (illustrating clearly not only the signification of the word but also the manner of using it) rather than by a theoretic definition;[1] if, however, the latter has to be resorted to, the teacher must be careful to use only words and expressions perfectly known to the student.

2. Whenever a new word or expression has been introduced, the teacher must ask such questions as oblige the student to employ the new word in the answer, always helping him if he hesitates.

3. The teacher should never ask the student whether he has understood; for the latter is certainly not able to decide whether he has a correct understanding or not. Instead of it, the teacher by his questions must make the student employ the new words in a manner that shows clearly what meaning the word conveys to him.

4. When explaining an idiomatic expression, the teacher must not analyse it and explain the single words, but take the entire expression as a whole. Analysing such expressions introduces difficulties that in reality do not exist.

5. Words that have a number of different meanings should at first be treated with regard to the meaning they have in the phrase in question. Abstract words

[1] Keep always in your mind that: longum iter est per præcepta, breve et efficax per exempla.

(as for instance: live,[1] know, think, hope, fear) should at first be taken in their popular sense — as children would understand them — *and not in their scientific* or perhaps etymological signification.[2]

6. Before beginning the reading of a piece the teachers should give the oral introduction in which the important part of the new vocabulary is explained by object lessons or by association of ideas. During these oral introductions the books should be closed and the student drilled by questions and answers until he is made familiar with the new expressions through the ear before he sees and reads them. No waste of time need be feared in treating each subject three times (1, in the oral introduction; 2, in the reading piece; 3, in the exercises), for in speaking a language thorough familiarity with the most useful expressions is more necessary than a large vocabulary.

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[1] "To live" could be explained as follows:
"Can I move? Can I see and hear? Do I breathe? (Yes.)
"Can the table move? Can it see and hear? Does it breathe? (No.)
"Why can I move? etc. Because I live.
"Why can the table not move? Because it does not live (it is not alive)."

"To know" I explain by asking: "Can you tell me how much money I have in my pocket? You cannot tell me. Why can you not tell me? Because you do not know it; you have not seen it.

"You know what you have seen — what you have heard — what you have learned. Do you know the name of this book? You do. How do you know it? You have seen it. Do you know who is in the other room? Do you know what I am doing? How do you know it?"

[2] Very often this popular or elementary understanding of a word is historically the correct one. Life is akin to motion; compare: lebhaft, vif, lively, quick, vif-argent, quicksilver = living or moving silver. To know is to have found out; therefore *εἶδον* and *οἶδα* — videre and wissen, etc., etc.

THE CLOCK AND THE WATCH

ORAL INTRODUCTION

Here is a watch, there is a clock.

It is one o'clock, two o'clock, three o'clock. It is a quarter after four, half-past four, five o'clock, five minutes after six, twenty-five minutes to six, twenty minutes to six, a quarter to seven, five minutes to seven, seven o'clock. Eight o'clock, etc. What time is it? It is five o'clock, etc.

You come here at eleven o'clock. You leave at twelve o'clock. You eat at one o'clock. At what time do you come here? At what time do you leave? At what time do you eat?

One hour contains sixty minutes. There are thirty minutes in half an hour. There are fifteen minutes in a quarter of an hour. How many minutes are there in one hour? In half an hour? In a quarter of an hour?

As large as, larger than, the largest of all

The clock is larger than the watch. The watch is smaller than the clock. The pencil is longer than the match. The match is shorter than the pencil.. The blackboard is wider than the door. The door is narrower than the blackboard. My book is as large as your book. The box is not as large as the book; it is smaller. This book is larger than all the others; it is the largest. Is the red book larger than the green book? Is the watch as large as the clock? Is my coat longer than my waistcoat? etc. Which is the largest book?

As good as, better than, the best of all
As bad as, worse than, the worst of all

The rose smells good; it smells better than the tulip. Does the rose smell better than the tulip? Does the tulip smell as good as the violet? Which flower smells the best of all? Is black coffee good? Is coffee with sugar better than coffee without sugar? Has gas a bad odour? Has gas as bad an odour as ink? Does gas smell worse than ink?

You have a good pen; it writes well. My pen is bad; it writes badly. Does your pen write well? Does this knife cut well? Does this pencil write better than the other? etc.

THE CLOCK AND THE WATCH

READING AND CONVERSATION

A clock is larger than a watch. The former stands on a bracket or hangs on the wall; the latter you carry in your pocket. A clock is made of wood, of bronze, or of marble; a watch is of gold or silver. On my watch you see three hands: a large one which points out the minutes, a smaller one pointing out the hours, a very small one pointing out the seconds. One hour contains sixty minutes, and a minute contains sixty seconds. Twenty-four hours make a day. If you look at a watch or a clock, you see what time it is. Look at my watch. It is now half-past ten. Your lesson begins at ten o'clock, and it ends at eleven; it lasts one hour. In this room there is a clock. It does not go; it has stopped. Will you wind it up, please? Here is the key. Set it please; it is twenty minutes to eleven. You set it too slow; you put it at twenty minutes past ten. My watch goes very well. It is just right; it is neither fast nor slow. What time is it now? It is exactly eleven o'clock, and therefore your lesson is ended.

EXERCISES

1. What do we speak about in the preceding reading-piece? 2. Is there a clock in this room? 3. Where is it? 4. Have you a watch? 5. Is it in your pocket? 6. Where do we put a clock? 7. What time is it now? 8. At what time does your lesson begin? 9. At what time does it end? 10. How long does it last? 11. How many minutes are there in an hour? 12. How many hours are there in a day? 13. How many seconds does a minute

contain? 14. Is this clock going? 15. Has your watch stopped? 16. Does your watch go if you do not wind it up? 17. With what do you wind a clock? 18. Is your watch fast? 19. Is my watch slow? 20. Is a clock larger than a watch? 21. Is the table larger than the chair? 22. Is the wall longer than the blackboard? 23. Is the window as wide as the door? 24. Is my coat longer than my waistcoat? 25. Have ladies longer hair than gentlemen? 26. Is a lady's hat handsomer (more beautiful) than a gentleman's hat? 27. Is New York the largest city in America? 28. What is the name of the largest city in Europe?

29. Is water good to drink? 30. Is wine better than water? 31. Which is the best to drink, water, wine, or tea? 32. Does cheese smell bad? 33. Does it smell worse than ink? 34. Do you speak English well? 35. Do you speak it better than French? 36. Is your pronunciation good? 37. Which do you speak best, English, French, or Spanish? 38. Who speaks better, you or your teacher? 39. Can you write as well as I? 40. Are your eyes good? 41. Can you see well? 42. Can Mr. Berlitz see well without spectacles? 43. Can he see better with them?

THE YEAR

Oral Introduction

There are twenty-four hours in a day. Seven days make a week. The seven days are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. What are the seven days of the week? How many hours are there in a day? How many days are there in a week? 7 days make a week; 30 or 31 days make a month; 365 days make a year.

A year has 12 months — 52 weeks — 365 days. How many days are in a month? How many weeks are there in a year? How many months are there in a year?

The names of the months are: January, February, March, April, May, June, July, August, September, October, November, December. We are now in the month of September. In what month are we now? To-day is September the fifteenth. To-day is Wednesday. This is the month of September, last month was August, next month will be October. *To-day is* Wednesday; *yesterday was* Tuesday, *to-morrow will be* Thursday. To-day is the fifteenth, yesterday was the fourteenth, to-morrow will be the sixteenth. What day of the month is it to-day? What day of the month was yesterday? What day of the month will be to-morrow? Is to-day Wednesday? Was yesterday Tuesday? On what days do you take lessons?

There are four seasons in a year: Spring, Summer, Autumn, and Winter. March, April, and May are in Spring; June, July, and August are in Summer; September, October, and November are in Autumn; and December, January, and February in Winter. In what season are we now? Which season comes before Winter? Which season comes after Winter? In what month does Autumn begin? In what month does Winter end?

THE YEAR

Reading and Conversation

Three hundred and sixty-five days form a year. The year is also divided into twelve months and into fifty-two weeks.

A week consists of seven days, which are called: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. During six days of the week we work; one day each week, on Sunday, we do not do any work; Sunday is a day of rest.

The names of the months are: January, February, March, April, May, June, July, August, September, October, November, December. Some of the months have thirty-one days, some have thirty, but February has

twenty-eight days. Every fourth year February has twenty-nine days.

In a year there are four seasons: Spring, Summer, Autumn, and Winter. March, April, and May are in Spring; June, July, and August are in Summer; September, October, and November are the Autumn months; and Winter contains the months of December, January, and February. Can you tell me what season it is now? It is Winter. This season lasts till the twenty-first of March, and then Spring begins. *To-day* is the fifteenth of January, *yesterday* was the fourteenth, *to-morrow will be* the sixteenth. If you want to see what day of the week or what day of the month it is, you look at a calendar. Look here, this is a calendar. Last year, in nineteen hundred and sixteen, the first of January (New Year) was on a Saturday; this year, in nineteen hundred and seventeen, the first of January was on a Monday, and next year, in nineteen hundred and eighteen, it will be on Tuesday. To-day, the sixth of January, is also a Saturday, and as to-morrow is Sunday, this will be the last lesson this week; the school is closed Sundays.

Now it is noon and you can go home to your luncheon; the lesson is ended. For Monday next please write a great many exercises.

EXERCISES

1. How many days are there in a year? 2. How many weeks make a year? 3. When does the year begin? 4. When does it end? 5. Which is the first, the third, the fifth, the eighth month of the year? 6. Which is the month before the last? 7. What are the names of the seven days of the week? 8. Which is the last day of

the week? 9. What day is it to-day? 10. Was yesterday Sunday? 11. Will next Friday be the fifteenth? 12. On what days do you come here? 13. How long do you remain here? 14. How long does your lesson last? 15. What day of the month is it to-day? 16. What day of the month will it be next Monday? 17. What day of the month was it last Thursday? 18. Will to-morrow be the end of the month? 19. In what season are we now? 20. How many months does a season last? 21. What are the names of the summer months? 22. What is the name of the season which comes after Winter? 23. Are we now in Spring? 24. Which is the day that comes before Sunday? 25. What time is it now? 26. On which days do you work? 27. Do you work on Sunday? 28. Does your teacher give lessons on Sunday?

DAY AND NIGHT

Oral Introduction

The sun, the moon, the stars

The sun is in the sky. We see the sun during the day. We see the moon and the stars during the night.

During the day we can see well because it is light. During the night we cannot see well, because it is dark. If I pull down the window shade (if I close the shutters), it is dark in the room.

During the night it is dark and we must light the gas. In this room there is gas (electricity). I light the gas. I turn out the gas. I turn the electricity on. I turn it off.

Where is the sun? In the sky. When do we see the sun? During the day. Can we see the sun during the night? No. What do we see during the night? The moon and the stars. Can you see well when it is dark? No. Can you see when it is light? Yes.

When do we light the gas, during the day or at night? Have we gas or electricity here? We light the gas with a match. Have

you a match? Here is a match. Please light the gas. Give me a match, please. Thank you.

The sun rises; the sun sets. In the morning the sun rises, in the evening it sets. The day commences in the morning and ends in the evening. The night commences in the evening and ends in the morning.

When does the sun rise? In the morning. When does the sun set? In the evening. At what time does the sun rise in Summer? At 4 o'clock (5 o'clock); it rises early. At what time does it rise in the Winter? At 7 o'clock (8 o'clock); it rises late. Are the days long in Summer? Are the days long in Winter? Why are the days long in Summer? Because the sun rises early. Are the nights long in Winter? Why are they long? Because the sun rises late.

DAY AND NIGHT

Reading and Conversation

The twenty-four hours are divided into two parts: day and night. During the day we can see well, because it is light; but during the night it is dark, and we must light the gas if we want to see.

You say it is too dark here to read at present; very well, here is a match; light the gas. Now the gas is burning; it illuminates the room. Is it light enough for you now? Can you see well? Gas does not give a very good light; therefore large halls are lighted by electricity, which gives a more agreeable light.

Daylight comes from the sun, which is in the sky. Look through the window. Do you see the blue sky above us? During the night the sun is not visible; we cannot see it, but we can see the moon and the stars. There are so many stars that we cannot count them.

The beginning of day is called morning and the end is called evening. In the morning the sun rises; in the

evening it sets. The place where the sun rises is called East, and the place where it sets is called West. At twelve o'clock noon the sun is south of us. The point opposite the South is called North. East, West, South, and North are the four cardinal points.

In summer the sun rises very early, at four or five o'clock, and the days are therefore very long; but in Winter it rises at seven o'clock, or still later, and the days are then very short.

During the day we work. At night we go to bed. We sleep until morning and then we get up, dress ourselves, and breakfast.

EXERCISES

1. How do we divide the twenty-four hours? 2. During what part of the twenty-four hours is it light? 3. Is it dark now? 4. From where does the daylight come? 5. Where is the sun? 6. Does the sun shine during the night? 7. How is this room lighted in the night? 8. What do we do at night in order to see? 9. What do you see in the sky during the night? 10. What are the names of the four cardinal points? 11. Where does the sun rise? 12. Where does it set? 13. At what time does it rise at the beginning of Spring? 14. Does the sun set early in Summer? 15. At what time does it set now? 16. In what season are the days the longest? 17. Are the nights at present longer than the days? 18. Can you see when it is dark? 19. When do we light the gas? 20. With what do we light the gas? 21. When do you go to bed? 22. In what do you lie when you are sleeping? 23. What do you do in the morning? 24. At what time do you get up? 25. Do you get up earlier in Summer than in Winter? 26. I dine at 8 o'clock; do I dine late? 27. Do I dine

later than you? 28. At what time do you breakfast? 29. How many hours a day do you work? 30. Do you like to work? 31. Does the moon give as strong a light as the sun? 32. When does the moon shine? 33. Can we count the stars?

THE WEATHER

Oral Introduction

The sky is blue or gray. It is gray when it is covered. It is covered with clouds. The sky is blue; the clouds are gray. What colour is the sky? What is the sky covered with? What is the colour of the clouds?

When there are clouds in the sky, it rains. Rain is water. Rain falls from the sky. In winter it snows. Snow is white. When the sky is blue, it does not rain; the sun shines.

When the sun shines, we have pleasant weather (good weather, fine weather). When it rains or snows, we have bad weather. This is an umbrella. When it rains, I open my umbrella. Have you an umbrella? When do you open your umbrella? What is the colour of the sky when it rains? Does it rain much in April? Does it snow in Summer? What is the colour of snow? With what are the houses and streets covered in Winter? Do ladies open their umbrellas if the sun shines? No. What do they open? Their parasols. When do you open your parasol?

Does the sun shine if the sky is covered with clouds? Is the sun shining now? Do you go out when it is bad weather? What is the colour of the sky when it is pleasant weather? What is the colour of the sky when it is bad weather? How is the weather to-day, good or bad?

In Summer you do not wear many clothes, in Winter you wear many clothes. In Summer you open the doors and the windows, in Winter you close the windows and doors and sit near the stove; because *in Winter it is cold, and in Summer it is warm.* Do you wear an overcoat in Winter? Is it warm in August? Is it warm in January? Is it warm in the centre of Africa? Is it cold at the North Pole? In which season do you wear thick clothing?

If you wear many clothes, you are (feel) warm. If you go out in Winter without a coat, you are cold (you feel cold). Do we feel warm if we walk in the sun in Summer? Are we cold if we open the windows in Winter? Do we feel warm if we wear thick clothing in summer?

If the stove is very warm, you cannot touch it; *it is hot.* If the soup is cold, it is not good. If the coffee is too hot, you cannot drink it.

Do you like cold coffee? Touch the heater; is it cold, warm, or hot? Touch the window; is it cold or warm? Are you cold or warm now? Is it cold or warm in this room?

At the North Pole it is cold in Winter and in Summer; it is *always* cold; it is *never* warm. In New York it is cold in Winter and warm in Summer; it is *sometimes* cold and *sometimes* warm. In Winter it snows sometimes, in Summer it never snows. Does it sometimes snow in March? Yes, it snows sometimes in March. Does it snow sometimes in August? No, it never snows in August. Do you speak French sometimes? Do you speak Spanish sometimes?

THE WEATHER

Reading and Conversation

The sky is gray; it is covered with clouds. It begins to rain; large drops of water are falling. Open your umbrella. Now the water from above is kept away from us, but walking is very bad. The street is covered with water. Let us go back to the house; the weather is too disagreeable for going out.

It is very comfortable in this room. We take off our wet clothes and put on dry ones. What a disagreeable day! Look! it is beginning to snow also. The weather is very bad for this season; we are in April but the weather is as in December; it is very cold.

Sit down near the stove to get warm (to warm yourself). The fire is very low. John, put some coal on the fire.

Are you warm now? Hold your feet up to the fire to warm them. Do you still feel cold? No, thank you, I am all right now; I am not cold any longer. Take off your shoes; they are wet through. It is very bad to have wet feet.

We look out of the window. Do you see that man? He has to hold his hat with his hand, the wind is so strong. This wind makes the weather still more disagreeable. Yes, but it blows away the clouds too; it does not rain so much now.

During April we have a great deal of rain; it rains very *often* and the sun shines very *rarely*. This is very unpleasant. One can *never* leave the house without getting wet and has *always* to carry an umbrella. Yes, that is so. I go to the South of France during April. There we have sunshine most of the time; it rains *sometimes* but *generally* the weather is pleasant.

EXERCISES

1. What colour is the sky when it is bad weather? 2. What is the sky covered with? 3. Is it raining now? 4. What falls from the sky in Winter? 5. Is walking good when the streets are covered with water? 6. What do you carry in your hands to protect yourself from the rain? 7. What does a parasol protect you from? 8. What kind of weather have we to-day? 9. Do you go out when it is bad weather? 10. Is it too warm in this room? 11. Is it cold outside? 12. In what months does it snow? 13. Does it often snow in February? 14. Does it snow in April? 15. Does it sometimes snow in August? 16. Have we much sunshine in July? 17. Is the sun shining now? 18. Are you cold? 19. With what do we heat our houses

in Winter? 20. Do you make a fire in the stove in Summer? 21. With what do we make a fire? 22. With what do we protect ourselves from the cold? 23. Where does the heat come from? 24. Is the sun as warm in Winter as in Summer? 25. Is it always bad walking when it rains? 26. Where do you go to get warm? 27. Do you like to go out when it is windy? 28. What month is the most windy? 29. In what month do you wear heavy clothing? 30. Do we wear heavy or light clothes in Summer? 31. Do we get wet if we go out in the rain? 32. Do we feel cold if we go out without overcoats? 33. Do you take off your clothes if they are wet or do you keep them on? 34. Is it pleasant to take a walk in a strong wind? 35. Must you hold your hat with your hands when the wind is strong?

WHAT DID WE DO IN THE PAST?

Oral Introduction

NOW I am, he is, we are, you are, they are.

YESTERDAY I was, he was, we were, you were, they were.

How many students are here to-day? How many were here yesterday? Were you here last Monday? I was. Was I here yesterday? You were. Were you at church last Sunday? etc., etc.

What am I doing? I am giving a lesson. Was I giving a lesson when you were here yesterday? Are you taking a lesson now? Were you taking lessons last year? What are you doing now? What were you doing at your last lesson? etc.

NOW *you take* a lesson. YESTERDAY *you took* a lesson.

Do you take lessons on Monday? *I do.* Did you take a lesson yesterday? *I did.* What did you do here yesterday? I took a lesson. What do we do during the lesson? *We speak, read, and write.* What did we do during your last lesson? *We spoke, read, and wrote.* What language did we speak? Did you

write with a pencil or with a pen? Did we read a book or a newspaper? At what time did your yesterday's lesson *begin?* It *began* at 10 o'clock. At what time did it *end?* It *ended* at 11 o'clock. Did you go out last night? I did. Where did you *go?* I *went* to the theatre. Did you come here yesterday? I did. At what time did you *come?* I *came* at 10 o'clock. Do you generally eat meat for breakfast? No, I do not. Did you eat something before going to bed last night? I did. What did you *eat?* I *ate* an apple. What did you *drink* with your meals when you were in France? I *drank* wine. At what time do you generally get up in the morning? At what time did you *get* up yesterday? I *got* up at 7 o'clock. Did you remain at home all day last Sunday or did you go out? I went out. Where did you go? Whom did you see in the street? I *saw* John. Did you speak to him? I did. What did you speak about? We spoke about the weather. Who *gives* you your lesson to-day? Who *gave* you your last lesson? What lesson *have* you to-day? What lesson *had* you yesterday? etc.

NOW I take, put, lay, give, receive, bring, send, go, come, remain, sit down, lie down, sleep, get up, rise, dress, wash, eat, drink, read, write, see, hear, speak, tell, say, ask, answer, begin, end.

YESTERDAY I took, put, laid, gave, received, brought, sent, went, came, remained, sat down, lay down, slept, got up, rose, dressed, washed, ate, drank, read, wrote, saw, heard, spoke, told, said, asked, answered, began, ended.

WHAT DID WE DO IN THE PAST?

READING AND CONVERSATION

Mr. Smith. — There is someone knocking at the door. Go and see who it is. Oh, it's you! Come in, please.

Mr. Todd. — Mr. Barnes *came* to my house yesterday and *asked* me to bring this package to you.

Mr. S. — Thank you very much for bringing it, but *didn't* he also give you a letter?

Mr. T. — No, he *gave* me only this card. He *wrote* you a letter the day before yesterday and *sent* it by post.

Mr. S. — I *did* not receive any letter from him either yesterday or the day before.

Mr. T. — When *did* you get your yesterday's letters?

Mr. S. — John *brought* them in the evening. When *did* Mr. Barnes post the letter?

Mr. T. — He *put* it into the box when he *went* out at about four o'clock. It *lay* on his table. I *saw* him take it. He *took* it with some other correspondence.

Mr. S. — *Did* he tell you the prices of the books he *sent?*

Mr. T. — He *told* me the prices of some books only. He *wrote* you all the different prices in the letter; I *read* the letter before closing it.

Mr. S. — *Was* Mr. Barnes at the printer's yesterday?

Mr. T. — No, he *was* not. He *wanted* to speak to you before going there.

Mr. S. — We *went* there together a few days ago, and he *told* me not to go again without seeing him first. He *spoke* to me about a book that he *wanted* to have printed.

Mr. T. — He *said* nothing to me about it.

Mr. S. — Why *didn't* you spend last Monday evening with us?

Mr. T. — I *couldn't;* I *had* too much to do, and the weather *was* too bad; the wind *blew* and it *rained* and *snowed* until after midnight.

Mr. S. — But *could* you not come last night? The moon *shone* beautifully and it *was* not at all cold.

Mr. T. — No, I *worked* very late.

Mr. S. — We *had* a very agreeable time here; Mr. and Mrs. Winch and a number of others *spent* the evening with us. Miss Brown *played* the piano, and we *danced* and *sang, talked,* and *laughed.* At ten o'clock we *passed* some wine and cake around, and they all *ate* and *drank* except Miss

Brown; she never takes wine, so we *made* tea for her. Afterwards some of the ladies *recited* pieces of poetry. We *stayed* together until midnight. This is the reason why I *got* up so late this morning.

Mr. T. — You *had* a very pleasant time; but excuse me, it is almost noon; I must go now.

Mr. S. — Can you not stay to luncheon?

Mr. T. — No, thank you, not to-day.

EXERCISE

1. At what time did you go to bed last night? 2. Did you sleep well? 3. At what time did you get up? 4. Did you wash with hot or cold water? 5. Did George dress himself? 6. What did you have for breakfast? 7. Did you eat any meat? 8. Did you drink coffee or tea? 9. Did you see John after breakfast? 10. At what time did he go to school? 11. Did he write any exercises? 12. Did you read them? 13. Did you receive any letters yesterday? 14. Did you answer them? 15. Did you remain at home the whole morning? 16. Did your music teacher come and see you? 17. Did he give you a lesson? 18. Where did he take a seat? 19. Did you sit at the piano? 20. How long did you play? 21. Did you speak English with your teacher? 22. Did he stand during the lesson? 23. At what time did he go away? 24. Did the tailor bring your clothes? 25. Where did he lay them? 26. Did he hang up my overcoat? 27. Did you put my handkerchiefs into the bureau drawer? 28. At what time did you sit down at the table for dinner? 29. Did you talk a great deal during dinner? 30. When did you rise from table? 31. Did you take your coffee in the garden? 32. Did you read the newspaper? 33. Did you lie down

after dinner? 34. Did you take a walk afterwards? 35. Did you spend all the afternoon out-of-doors? 36. What kind of weather did you have here? 37. Did the sun shine? 38. Did it rain in the evening? 39. Did you hear the concert last night? 40. How did Mme. Melba sing? 41. Did you like her singing? 42. At what time did you get home?

WHAT HAVE WE DONE BEFORE NOW?

ORAL INTRODUCTION

To-day we *have come* here.
Yesterday we *came.*

This week the weather *has been* good.
Last week the weather *was* good.

This month I *have written* many letters.
Last month I *wrote* many letters.

This year I *have taken* English lessons.
Last year I *took* French lessons.

Have you read the newspaper to-day? I have.
Did you read one yesterday? I did.

What papers *have you read?*
I *have read* the Times and the Mail.

What papers *did you read* when you were in England?
I *read* the Times and the Mail.

Have you seen Mr. Berlitz to-day? I have.
Did you see him yesterday? I did.
Where did you see him? I *saw* him at the school.

Have you *had* a lesson this morning? I have had one.
Did you *have* a lesson yesterday? I did.

You are here now. *Have* you *been* here long? I have.
Were you here last week? I *was.*

Have I *given* you English lessons this year? You have.
Did I *give* you lessons last year? You did.
What lessons did I give you last year? You *gave* me French lessons.

You *have taken* a lesson to-day. What *have* you *done* to-day?
You *took* a lesson last Monday. What *did* you do last Monday?

What have we done during the present lesson? We *have spoken, read,* and *written.*
What did we do during yesterday's lesson? We *spoke, read,* and *wrote.*

John is finishing his dinner now. What has he had? He *has eaten* some meat, he *has drunk* a glass of wine, and *has taken* a cup of coffee.
What did John have for supper last night? He *ate* some meat, he *drank* a glass of wine, and *took* a cup of coffee, etc.

I have taken, put, laid, given, received, brought, sent, gone, come, remained, sat down, lain down, slept, got up, risen, dressed, washed, eaten, drunk, read, written, seen, heard, spoken, told, said, asked, answered, begun, ended.

WHAT HAVE WE DONE BEFORE NOW?

READING AND CONVERSATION

Mr. Jones. — Good afternoon. Where *have* you *been* all day?

Mr. Wright. — I *have been* in my office writing letters.

Mr. J. — *Were* you at Mr. Brown's yesterday?

Mr. W. — No, I *was* not there yesterday, but I *have been* there to-day.

Mr. J. — Is he taking German lessons now?

Mr. W. — Yes, he *has been taking* German lessons for about three months.

Mr. J. — Can he speak a little?

Mr. W. — He *has* never *spoken* to me, so I can't tell.

Mr. J. — *Has* he *been taking* French lessons too?

Mr. W. — He *took* some about two years ago, but he *has* not *taken* any since.

Mr. J. — *Has* Mrs. Brown *gone* to Boston?

Mr. W. — She has.

Mr. J. — When *did* she go?

Mr. W. — She *went* last Saturday.

Mr. J. — *Has* she *written* since?

Mr. W. — So far, Mr. Brown *has received* one letter from her. She *wrote* the day before yesterday. Mr. Brown *received* the letter when *I was* there. . . . But why do we remain standing? Let us take a seat on this bench; yesterday I *stood* all the evening, and *I have been standing* up so much to-day that I am very tired; I have not *sat* down once all the forenoon.

Mr. J. — Very well, sit down; I prefer to stand up. I *have been sitting* so much. I *have been working* at the article George *gave* me to write for him; I *have* nearly *finished* it.

Mr. W. — When *did* he *bring* you the article?

Mr. J. — He *brought* it three days ago; but to-day he *has brought* me another one. He *has given* me all together three articles.

Mr. W. — Then I had better go; I don't want to keep you from your work.

Mr. J. — Please, stay a little longer. I have a great deal of time for writing this afternoon. I want to ask you whether you *have heard* anything about Mr. Holloway.

Mr. W. — No. I *have* not *heard* anything about him, nor *have* I *seen* him for several months. The last time I *saw* him *was* at the theatre last Winter. Since then I *have* not *had* time to call on him, and he *has* not *come* to see me either.

Mr. J. — He *came* to my house about a month ago, but he *could* not stay long because someone *was* waiting for him, and I *have* not *been able* to see him since. I *have* often *wanted* to go and see him, but I *have* always *been obliged* either to do some work at home or to call on someone else. — There, the bell rings for dinner. Do come in and have dinner with us.

Mr. W. — No, thank you, I *have* already *eaten* something.

Mr. J. — Do you dine so early?

Mr. W. — I *ate* a light lunch just before I *came* here.

Mr. J. — Good-bye, then. Come again soon.

EXERCISE

1. How long have you been here? 2. Has it been raining to-day? 3. Did it rain yesterday? 4. Have you had your luncheon yet? 5. What did you have for breakfast? 6. Has Mr. Stewart come? 7. When did he come? 8. Has it been cold this Winter? 9. Was it cold last Winter? 10. Have you been out to-day? 11. Were you out last Sunday? 12. Has Mr. Berlitz gone to Paris? 13. When did he go? 14. Have you received any letters to-day? 15. Have you written some? 16. To whom did you write? 17. Have you read Shakespeare's "Hamlet"? 18. What other work of Shakespeare have you read? 19. Have you ever spoken to Mr. Edison? 20. When did you speak to me first? 21. Have you seen Miss Stonehill to-day? 22. At what time did you see her? 23. Have you heard Madame Melba sing? 24. When did you hear her? 25. Has Mr. Roosevelt been in Africa? 26. When was he there?

WHAT SHALL WE DO IN THE FUTURE?

Oral Introduction

I give lessons every day.
To-morrow *I shall give* lessons.
You take lessons every day.

To-morrow *you will take* a lesson.
Will you take a lesson to-morrow? I shall.
Shall I give lessons to-morrow? You will.
We speak English in every lesson.
Shall we speak English in to-morrow's lesson? We shall.
Shall we come here to-morrow? We shall.
Will Mr. Berlitz be here to-morrow? He will not.
Will Caruso sing to-night? He will.
Will our pupils come here to-morrow? They will.

I shall, we shall, you will, he (she) will, they will.[1]

Will you go to the theatre to-morrow? Will you remain in the city next Summer? What will you do this evening? Shall I see you to-morrow? Shall I get wet if I go out in the rain? Shall we be here next week? On what days shall we come here? Will the school be open next Sunday? In what month will the Opera close? At what time will the Concert begin? Will many Americans go to Europe next Summer? etc.

WHAT SHALL WE DO IN THE FUTURE?

READING AND CONVERSATION

Mr. Power. — Good morning, Mr. Miller. Why did you rise so early?

Mr. Miller. — I am going away on a journey to-day and have a great deal to do before starting.

Mr. P. — Is that so? Where are you going?

Mr. M. — At first *I shall take* a trip to Boston, and if I have time enough, *I shall go* to Portland.

Mr. P. — *Will* Mrs. Miller *accompany* you?

Mr. M. — Yes, she *will come* along as far as Boston.

Mr. P. — *Will she go* to Portland too?

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[1] For the present the teacher will avoid the use of "shall" for the second and third persons (signifying obligation), as also the use of "will" for the first person (implying volition).

Mr. M. — No, *she will not*, she wants to see Portland, but she can't leave Boston so soon; she has too much to do there. Mary and Jane also want to come, but *we shall not take* them. *They will not have* any lessons during the Summer and therefore we don't want them to miss any now.

Mr. P. — Do they like to go to school?

Mr. M. — No, they don't want to go there, but we make them.

Mr. P. — *Will they* remain here alone?

Mr. M. — No, Emily *will remain* with them.

Mr. P. — *When will you be* back again?

Mr. M. — We want to be back by the end of next week, and if we can't do that, *we shall be* back the first of the week following. *We shall not remain* any longer than we are obliged to.

Mr. P. — *Shall I see* you again before you start?

Mr. M. — I can't say, *I shall come* to your room if I can, but *I shall not be* able to stay long.

EXERCISE

1. Do you go to church every Sunday? 2. What will you do next Sunday? 3. Will you be at home this evening? 4. Where will you dine? 5. What will you do this evening? 6. Will you go to the Opera with me to-night? 7. Shall we go in an auto? 8. Shall we hear Caruso? 9. Will Charles accompany us? 10. Will Miss Stonehill go to Paris this year? 11. How long will she remain there? 12. Will you see her before she leaves? 13. When will she be back again? 14. Will the children go to school to-morrow? 15. In what month will the schools close? 16. Will the theatres remain open next

Summer? 17. When will you leave the city? 18. Where will you go during the Summer? 19. When will you return? 20. How many months will you remain absent?

TRAVELLING

Oral Introduction

Cities: London, Liverpool, Manchester, Brighton, Edinburgh, Glasgow, Dublin, Paris, Lyons, Berlin, Vienna, Rome, Milan, Petrograd, Moscow, Brussels, The Hague, Geneva, Copenhagen, Stockholm, Madrid.

Give the names of some European cities.

Countries: England, Ireland, Scotland, France, Germany, Austria-Hungary, Russia, Switzerland, Italy, Spain, Belgium, Holland, Denmark, Sweden, Norway, the United States, Brazil, the Argentine Republic, China, Japan.

Give the names of some countries.

London is the capital of England. What is the name of the capital of France? of Germany? Paris is a large city. It is the largest city of France. Russia is a large country. What is the name of the largest city in Europe? What is the name of the largest city in America? Is Scotland north or south of England? Is Brighton north or south of London? What country is south of France? What country is north of Italy? Is Austria east or west of Germany?

Brooklyn is near New York. San Francisco is far from New York. Brighton is not far from London; it is only 50 or 60 miles from London. New York is far from London; more than 3000 miles. In England and America we count distances by miles; in France, Italy, and other countries we count distances by kilometres. A mile is a little more than a kilometre and a half (1609 metres). What is the distance between London and Brighton? What is the distance between London and New York? What is the distance between Paris and Bordeaux? (363 miles)

If we go from one country to another, from one city to another, we travel. Do the English travel much? Do they travel more than the French? Do you travel during Summer? Are there many English travellers in Italy?

We can travel by railway (by train) or by boat. From Paris to Rome you go by train. From Southampton to New York we go by boat (in a steamer). If you travel by rail, you make a journey. If you travel by boat, you make a voyage. How long does it take to go from Europe to America? About a week (6, 7, or 8 days). How long does it take to go from here to the Hotel Savoy? It takes about a quarter of an hour to walk there. How long does it take to walk from here to the railway station?

Before starting on a journey by train you look at the time tables. On a time table you see at what time the trains arrive or leave.

There is a fast express which leaves at 6 o'clock A.M. (in the morning). There is a slow train leaving at noon. Express trains do not stop at all stations, but local trains stop at every station. Do you like to travel by local trains? Do the express trains stop very often? Are there any fast expresses between the large cities?

In the express trains you generally have a dining car and sleeping cars. Is there a dining car in an ordinary train? A train consists of a number of carriages (in America: cars or coaches). In Europe there are different classes of carriages. Is a third-class carriage in France as good as a third-class in England?

TRAVELLING

Reading and Conversation

A. — Will you go to London with me?

B. — With much pleasure. I have never visited the great Metropolis and I do not want to leave England without having been in London.

A. — Very well, we can start to-morrow, if you wish.

B. — I am willing. We can stay there a week and then go to Paris.

A. — That is a good idea. Crossing the Channel in fine weather is not at all disagreeable.

B. — And the trip is not very long.

A. — Which is the best route for the Continent?

B. — If you prefer a short Channel passage, we can go by way of Dover and Calais or Boulogne and Folkstone; the crossing takes only from one hour to an hour and a half. Otherwise we can go via Newhaven and Dieppe. By the latter route the crossing takes longer but the railway trip is shorter.

A. — I would[1] rather go by Dover and Calais. I have been told that channel crossings are often very rough.

B. — We can decide that question later.

A. — At what time shall we start to-morrow? Have you a time table?

B. — Here is one.

A. — Let us see; shall we take the express train that leaves Southampton at 9.15 A.M.? We shall be in London at 11.45.

B. — That is a fast train. We shall arrive before noon and have plenty of time to go to a good hotel and, afterwards, to take a look at some of the principal streets.

A. — Very well, I shall meet you at your room at half-past eight if you wish, or will you call for me at my room?

B. — I prefer to have you come for me, as I have a great deal to do to be ready for the journey. I must therefore leave you now. Good-bye then, till to-morrow.

EXERCISES

1. Do you travel in Summer? 2. What voyage does Mr. A. propose to Mr. B.? 3. Has Mr. B. ever been in

[1] For the present don't speak of "would" or "should" as conditional mood, but explain the meaning by giving a synonymous expression; as, "I would rather = I like better"; "I should like to have = I want, I wish," etc.

London? 4. Are these gentlemen in England or on the Continent? 5. What does Mr. B. want to do before leaving England? 6. Does it give you pleasure to travel? 7. Does it give you pleasure to take a walk in fine weather? 8. When do they wish to start? 9. Do you wish to take a lesson to-morrow? 10. Do you wish to have a great deal of money? 11. Do ladies wish for beautiful clothes? 12. Is Mr. B. willing to start next day? 13. Are you willing to remain here two hours? 14. How long does Mr. B. wish to stay in London? 15. Where does he wish to go afterward? 16. Does Mr. A. like that idea? 17. Can they go to the Continent by train? 18. Is England surrounded by water? 19. Can we go to Australia by train? 20. Must we take a boat to go to England? 21. What do the English call the water which is between England and France? 22. Is it a pleasure to cross the Channel in fine weather? 23. Is it a pleasure during bad weather? 24. Which are the principal lines going from England to France? 25. Does it take a long time to cross from Dover to Calais? 26. How long does it take in fine weather? 27. Does Mr. A. prefer the Dover-Calais route to the Newhaven-Dieppe one? 28. Why? 29. Is the sea calm when the weather is bad? 30. Is it pleasant to cross when the sea is rough? 31. Where do you see at what time the trains arrive and leave? 32. By what trains do you prefer to travel, by express trains or local trains? 33. Why? 34. Do local trains stop very often? 35. At what time will Messrs. A. and B. start? 36. At what time will they arrive? 37. At what time will Mr. A. go to his friend's house next morning? 38. Does Mr. B. remain with Mr. A. or does he leave him? 39. Why does he leave him?

THE DEPARTURE

Oral Introduction

When you travel you take some clothing with you. You put the clothing in trunks or boxes, in valises or bags. A trunk or a box is large; you cannot carry it. You can carry the valises and the bags.

I put my clothing into my trunk. I pack my trunk. The servant (the porter) carries my trunk down.

What do you put into your trunk? Do you carry your trunk yourself? Who carries it? What do you say to the porter?

I go to the railway station. You do not walk to the station; you take a cab or an auto. Do you go to the station on foot or do you drive there? Where do the trains arrive and leave? At what time does the train from —— arrive? At what time does the train for —— leave?

In the station there are different tracks. You ask on which track the train for —— will leave. You ask if it is the train on the right or on the left. What questions do you ask at the station?

Before entering the railway carriage (in America: car) you get your tickets. You get your tickets at the booking office (in America: ticket office); you say: One first class to London. Two second class and return to Brighton. How much? [If you do not understand, you say: Will you repeat, if you please? I do not understand English very well; please speak more slowly.]

What do you do before getting on the train? Where do you get your tickets? What do you say to the man at the booking office? Do you understand English well? What do you say if you do not understand?

The porter carries the luggage (baggage). You call the porter and you say: Have my luggage booked (in America: checked). I take my hand luggage with me in the carriage. After having had the luggage booked, the porter gives you the receipt (in America: baggage check).

Whom do you call to carry your baggage? What does the porter do? Which luggage do you have booked? Do you take your valises with you in the carriage?

After entering the railway carriage you may have to ask: Is

this seat taken? Are all these seats taken? Is this seat free? At what time shall we start? At what time shall we arrive at ——? How long do we stop here? Do we stop at ——? What questions may you have to ask after entering the railway carriage?

THE DEPARTURE

Reading and Conversation

After Mr. A. has gone, Mr. B. does his packing. He puts his clothes and his linen into his trunk, his slippers, his comb, brushes, and other articles into the bags. Finally he goes to bed and sleeps all night. In the morning he rises and finishes his packing. His friend arrives:

B. — Oh, there you are! You have come early; it's only a quarter to eight.

A. — Well, I prefer to be ahead of time rather than behind time.

B. — Have you had your breakfast?

A. — Yes indeed, half an hour ago. I didn't sleep well last night, and so I rose very early and sent my trunks to the station. Have yours gone too?

B. — No, they are still here.

A. — Shall I send for a cab?

B. — If you please. Meanwhile I shall pack a few things I could not put into my boxes.

A. — The cab is at the door.

B. — Will you call the porter, please?

"Porter, carry the luggage down; put the trunk on top of the cab and the bags inside."

B. — Now we can start. Get in, please.

A. — Is it far to the station?

B. — No, it is quite near. It is that large building at the end of this street. Here we are.

A. — How much have we to pay the driver?

B. — Let me look at the dial; it indicates one shilling six for the trip and sixpence for the luggage. We'll give him two shillings and sixpence, that will be enough, including a tip.

A. — Will you please pay? I have no change.

B. — All right. — Let us get off. I'll go and get the tickets while you look after the luggage.

A. — Very well. The booking office is over there.

B. — Oh yes, I see it. — Two tickets to London.

Booking clerk. — Which class?

B. — First class, please.

Booking clerk. — Twenty-six shillings.

A. — Will you come this way, please; we must show our tickets to have our luggage booked (in America: checked).

B. — Here they are. How much does our luggage weigh?

A. — About one hundred pounds.

B. — Then we have not any excess luggage (in America: overweight).

A. — No. We can have it put directly into the van.

Let us go to the waiting room now. We are ahead of time. We have to wait about twenty minutes.

B. — It is now time to get on the train. The gates are open.

A. — Yes, we had better go in and get a good seat; it is almost 9 o'clock.

EXERCISES

1. For what does Mr. B. prepare himself? 2. Must you make many preparations before starting on a long journey? 3. What does Mr. B. do after his friend has left him?

4. Do you take clothing with you when you travel? 5. Where do you put it? 6. Do ladies have many trunks and boxes when they travel? 7. Will Mr. B. pack his trunks the same evening? 8. Will he be ready the next day? 9. What do you do to get ready to go out? 10. Where does Mr. B. put his linen? 11. Where does he put his slippers? 12. Do you sometimes wear slippers when you are at home? 13. What does Mr. B. do after packing his trunk and his valises? 14. Does he sleep well? 15. Can you sleep well if you start for a journey next morning? 16. What does Mr. B. do in the morning? 17. Does he rise early? 18. At what time does Mr. A. arrive? 19. Is he late? 20. Are you sometimes late for your lesson? 21. Are you often late for dinner? 22. What do you take in the morning, coffee or tea? 23. What did you take this morning? 24. At what time did Mr. A. take his coffee? 25. Why did he get up so early? 26. Did he spend a comfortable night? 27. Where are Mr. A.'s trunks? 28. Do you send letters by post? 29. Can we send little parcels by post? 30. Is Mr. B.'s luggage ready? 31. What does Mr. B. do when Mr. A.'s luggage is ready? 32. What does Mr. B. do whilst his friend sends for a cab? 33. Where is the cab? 34. What does the porter do? 35. What does Mr. B. tell the porter? 36. Where does the porter put the trunk? 37. Where does he put the valises? 38. Have they to drive far to get to the railway station? 39. Is this school far from your home? 40. Where can they see how much they have to pay to the driver? 41. How much have they to pay? 42. How much do they give to the driver? 43. How large a tip do they give him? 44. Who carries the trunks into the station? 45. What does Mr. B. do at the station? 46. Where does he get the tickets? 47. What does he say to the booking agent? 48. How much

do the tickets cost? 49. Do they have their luggage booked? 50. How much do the trunks weigh? 51. Have they to pay for excess luggage? 52. If your trunk weighs less than one hundred pounds, have you to pay for any excess luggage on the English railways? 53. Where do our two travellers go after having had their luggage booked? 54. What do we do in the waiting room? 55. If your teacher comes here before you, does he wait for you? 56. If you arrive before your teacher, do you wait for him? 57. At what time do Messrs. A. and B. go into the train? 58. Why do they not wait any longer?

THE ARRIVAL

Oral Introduction

When you enter a country, the train generally stops at the first station. There is a custom house. Your baggage is inspected there. The custom house officials look at your baggage and ask you if you have anything to declare — cigars, tobacco, etc. You answer: I have nothing to declare, and you ask: Shall I open? May I close?

Where is the baggage inspected? Is there a custom house at the first station on entering a country? What do the custom house officials ask you? What do you answer? What do you ask of them?

We arrive. We get off the train. You call a porter. You say to him: Get my trunk, please. Here is the receipt. I shall take a cab. The porter gets the baggage and puts it on the cab. You give him sixpence.

What do you do when you arrive? Whom do you call? What do you say to him? What do you give him? What does the porter do? Where does he put your trunk? Do you give him money? You tell the cabman to drive you to Hotel Cecil, to the Savoy, to the Waldorf Astoria, etc.

When you arrive at the hotel, you ask for a room. You take the lift (in America: elevator) to go up to the floor on which your room is situated. You tell the hotel porter to carry your baggage up. You ring for the chambermaid; you tell her to fetch you some hot water for washing and some fresh water for drinking. If it is cold, you tell her to turn the heat on. If it is warm, you tell her to turn the heat off. If you want to eat something, you ask where is the dining room (the restaurant, the breakfast room). If you have seen a place, if you have visited it, you know it. Do you know Paris? Do you know Berlin? You know a person if you have seen him or if you have spoken to him. Do you know Mr. Berlitz? Do you know your teacher? If a person does not know the town (which) he visits, he must take a guide. Can you be my guide in this town? Are you obliged to take a guide if you know the town?

THE ARRIVAL

Reading and Conversation

A. — We shall soon be at the station. We had better roll up our rugs and get our valises down.

B. — At what hotel shall we stop?

A. — We can stop at the Charing Cross, because it is so centrally located, not expensive, and it will be very convenient when we leave for Paris, as it is connected with the station.

B. — The train is stopping. What an immense station! Shall I call a porter?

A. — If you please.

B. — Here, porter! take these two bags to a cab. You can carry the rugs also.

Porter — Here is the cab, Sir. Have you anything besides your hand-luggage?

A. — Yes. There are two trunks. You can put them on the top of the cab.

B. — Ah, here is the Thames. What bridge is this we are driving over?

A. — It is Waterloo Bridge. The station we arrived at is Waterloo Terminus.

B. — How crowded this street is!

A. — Yes, it is one of the principal streets. It is the Strand. Charing Cross is on the left. Here is the station and the hotel. Let us get out. Where is the office? — We should like a room with two beds.

Clerk. — We have some vacant rooms on the fourth floor. Those on the second and third floors are all taken.

A. — Can we see the rooms?

Clerk. — John, show these gentlemen Numbers 104 and 110.

Porter. — Will you step into the lift, please? Here is the room.

A. — I do not like this room; it is too dark.

B. — Where does this window look to?

Porter. — Into the court yard.

A. — Have you no vacant room in the front of the hotel?

Porter. — Yes, we have one. Do you wish to look at it?

A. — Please. Well, this suits me better. How do you like it, Mr. B.?

B. — I like it very much.

A. — What is the price?

Porter. — Eight shillings a day.

A. — Very well, we'll take this room. Have our luggage brought up here.

B. — At what time is dinner?

Porter. — Table d'hôte at seven o'clock; but you can eat à la carte at any time. The restaurant is on the first floor.

A. — Would you like to eat something, Mr. B.?

B. — Yes, I should. Let us first wash and dress, and then go down to the dining room.

The Headwaiter. — Please take a seat at this table. Here is the menu.

A. — Let us see what they have. Would you like an omelette?

B. — I would rather have fried eggs.

A. — And afterwards a nice beefsteak?

B. — Just so.

A. — Waiter! Omelette for one, fried eggs for one, and beefsteak for two.

Waiter. — Do you prefer the beefsteak underdone or well-done?

A. — We don't care, provided it is tender.

Waiter. — Will you have any dessert?

A. — Yes, some fruit. — I'll take a cup of coffee; won't you have one also?

B. — Thank you. I will take a cup after dinner.

A. — If you have finished, I'll pay the bill.

B. — Do so, please. I'll settle with you for my share afterwards.

A. — Shall we take a walk now?

B. — I should like to. As you have been in London before, you know the town and can be my guide.

A. — Very well.

EXERCISES

1. What do the gentlemen do as they approach the station? 2. At what station do they arrive? 3. What word indicates that this station is very large? 4. Why do they go to the Charing Cross Hotel? 5. Whom do they call at the station? 6. What does the porter do with the

luggage? 7. How do they get to the hotel? 8. What river do they cross? 9. By what are the two banks of a river connected? 10. What is the name of the bridge they drive over? 11. Are there many people in the streets? 12. What word indicates it? 13. When do the gentlemen we speak of get out of the cab? 14. Where do they go first? 15. To whom do they speak? 16. What do they want? 17. Are all the rooms in the hotel occupied? 18. Where are the vacant rooms? 19. What do the gentlemen wish to do before taking the room? 20. Who shows them the room? 21. Do they walk upstairs or do they take the lift? 22. How do they like the room they visit first? 23. Why does it not suit them? 24. Where do the windows in this room look to? 25. Why is the first room they visit dark? 26. In what part of the building is the room they take situated? 27. How much have they to pay for that room? 28. What do they tell the porter to do with their luggage? 29. Do they wish to eat? 30. What do they ask regarding the dinner? 31. In which room do we take our meals? 32. What do they do before going to the restaurant? 33. Where do they see what there is to eat? 34. Who speaks to them at the restaurant? 35. What does Mr. A. wish to eat first? 36. Does Mr. B. prefer fried eggs to an omelette? 37. What do they do afterwards? 38. What order do they give to the waiter? 39. How do they want their beefsteak done? 40. How do you prefer your beefsteak, underdone or well-done? 41. Have they any preference? 42. Do you like to eat it if it is tough? 43. What is the contrary of tough? 44. What do they take afterwards? 45. Do you take fruit for dessert? 46. Do you take coffee after dinner? 47. What must you do after having eaten at a restaurant? 48. Which of the two gentlemen pays the bill? 49. Will Mr. B. pay his

share of the bill to his friend? 50. Do they remain at the hotel? 51. Do they take a walk? 52. Does Mr. B. know London? 53. Why will Mr. A. be the guide? 54. Have you ever been in London? 55. Do you wish to go there?

IN THE CITY

Oral Introduction

In a city there are many houses. Between the houses there are streets. In the streets there are carriages, autos, 'busses, and other vehicles. These drive along the roadway. On each side of the roadway near the houses there are pavements (in America: sidewalks). The pavements are reserved for people who walk (pedestrians). Are there many streets in large towns (cities)? In what part of the street are the vehicles? Do you often drive through the streets? Do you prefer walking to driving? What is at each side of the roadway? Where are the pedestrians?

Along the pavements in the principal streets there are shops. You go to the shops if you want to get a hat, boots, gloves, or any other article. You give money to the people who have the shop and they give you the article you want. *You buy, the shopkeeper sells* the article. You pay money for it. Where do you go when you want to buy something? What does the shopkeeper want to do with his goods? What do you give to the shopkeeper? What does he give you? Are there any large shops in your town? Which is the largest shop in your town?

If you wish to buy an umbrella, you go to a shop and say: "I should like to buy an umbrella," or, if it is a very large shop, you ask: "Where is the umbrella department, please?" A salesman shows you in what part of the shop they sell umbrellas, telling you, "on the right, on the left, at the back of the shop, one flight up, on the second floor," etc. What do you say when you enter a shop? What does the employee tell you when he shows you the way? Are there different departments for the different articles?

When you arrive at the umbrella counter you say: "Show me (let me see) some umbrellas, please. I should like a silk um-

brella. Is this a good one? Is the other one better? Is this silk of a good quality? What is the price of this one? How much is this one? How much does that one cost? I'll take this one." Repeat what you may say when you buy an umbrella.

If you wish to buy gloves, you go to the glove department. You ask for kid gloves, silk gloves, etc. You look at them (you examine them) and you say: "They are too large, too small, too long, too short, I don't like this colour." You give the number (the size) of the gloves you wear. You ask for the price and you take the pair you like best. Repeat the conversation at the glove counter.

IN LONDON

Reading and Conversation

A. — What beautiful weather we are having! In such weather it is a pleasure to take a walk. Here we are in Trafalgar Square, which is one of the finest squares in Europe. The National Gallery is at the north side of the Square, and St. Martin's Church stands at one corner. In the centre is Nelson's Column. Let us go back now and take a short walk along the Strand.

B. — How crowded the pavements are! Is there always so much traffic in the street?

A. — Yes, indeed. The Strand is a very busy thoroughfare, full of all kinds of shops, theatres, and restaurants. Do you like to look at the shop-windows? Aren't the hats exhibited in this window, stylish? And the beautiful things here in this fancy-goods shop; how tastefully they are arranged! Do you like these silk umbrellas with gold-plated handles?

B. — Not very much. I prefer those with ebony handles.

A. — See how all the ladies stop in front of this millinery establishment to admire the new hat fashions.

B. — Let us stop here a minute. I should like to look at the beautiful jewellery exhibited in the window. — Isn't this brooch magnificent!

A. — Let us cross the road. I notice a place where they sell gloves. I need some new ones; mine are worn out. Will you come with me?

Shopkeeper. — What can I do for you?

A. — I want a pair of gloves.

Shopkeeper. — Would you like kid gloves?

A. — Yes, will you please show me some. I should like gray ones.

Shopkeeper. — Here is the best quality.

A. — What is the price of these?

Shopkeeper. — Five shillings.

A. — That is very dear.

Shopkeeper. — I can show you cheaper ones. How do you like these?

A. — How much do they cost?

Shopkeeper. — Three and sixpence. We have still cheaper ones, but they are not so good.

A. — I will take these. You need not wrap them up. I am going to put them on.

B. — Now we are in the street again. Which way shall we go?

A. — We shall return to Trafalgar Square and take that large street on the left, Whitehall. All these large buildings are Government Offices. Do you see those beautiful Gothic edifices?

B. — Yes, and I have seen many photographs of them. They are the Houses of Parliament, and this bridge is Westminster Bridge, and that building beyond must be Westminster Abbev.

A. — So it is. It is one of the most famous English buildings. They say it was founded in the eleventh century.

B. — That is very interesting, and we must return to visit the Abbey when we have more time.

A. — Let us go now through St. James's Park to Buckingham Palace.

B. — The walk and the noise in the street make me feel tired.

A. — Well, if you prefer, we will return to the hotel. You can take a rest, and after dinner we can go to some theatre.

B. — Yes, I think that will be the best thing to do.

EXERCISE

1. How do they spend their first afternoon in London? 2. Where do they begin their walk? 3. What kind of weather have they? 4. What do they see in the street? 5. Before what shop-window do they stop first? 6. What does Mr. A. ask Mr. B. when looking at the exhibition of a fancy-goods shop? 7. What does Mr. B. answer? 8. What window is especially admired by the ladies? 9. What do they notice in the jeweller's window? 10. What does Mr. A. say on arriving before a glove shop? 11. In what condition are his gloves? 12. To whom does he speak on entering the shop? 13. What does he say? 14. What kind of gloves does he want to buy? 15. What does the shopkeeper say to him? 16. Why does Mr. A. not buy the first pair the shopkeeper shows him? 17. What is the difference between the two pairs of gloves shown him? 18. What kind does he finally choose? 19. What do you do before buying anything? 20. Where do

the gentlemen go on leaving the shop? 21. What kind of buildings are to be found in Whitehall? 22. What great building do the gentlemen notice at the end of Whitehall? 23. When was Westminster Abbey founded? 24. How do you feel after a long walk? 25. Where do the gentlemen go? 26. What will they do after dinner?

IN LONDON

(Continued)

B. — Which way shall we go to-day?

A. — Let us go to the Mansion House and the Bank.

B. — Very well; shall we walk there?

A. — No, it is too far. Let us take this 'bus. I'll signal it to stop. Let us go on the top, so as to get a good view of the streets we pass through.

B. — What monument is this?

A. — It is Temple Bar. A gate to the city formerly stood here, but was pulled down over fifty years ago. This is the end of the Strand. The continuation is called Fleet Street. Beyond Fleet Street is Ludgate Hill, where many book-shops and publishing houses are established.

B. — What a beautiful church!

A. — Yes, it is St. Paul's Cathedral. It is one of the finest churches in the world.

B. — Oh! there is Cheapside; I have heard so much about it. . . . What is the meaning of the letters following the name of the streets? I have noticed E. C., W. C., S. W., etc.

A. — They mean East Centre, West Centre, South-West, etc., according to the part of London in which the

streets are situated. This helps people very much in finding their way, as often several streets in different parts of London have the same name. Let us alight here. This vicinity is the centre of the world's finances. In front of us is the Exchange, and on our left is the Bank of England. The Mansion House, where the Lord Mayor lives, is on our right.

B. — How very interesting this is! But I shall enjoy our stroll much more, if I have something to drink. I am very thirsty.

A. — We can turn into this side street, where we shall find a good bar. Let us enter this place. They have English and foreign beers. Would you like something to eat?

B. — No, thank you, I am not hungry. Please allow me to pay. I want this sovereign changed. One always needs small change.

A. — Are you familiar with English money?

B. — Not very. I know that twelve pence make a shilling and twenty shillings are a pound.

A. — Let me show you: This is a halfpenny; this is a penny; this one, about the size of one of your waistcoat buttons, is a sixpence; the shilling you know; this one, with a sort of cross on one side, is a two-shilling piece. You must not mistake it for this coin, which is half a crown, or two shillings and sixpence.

B. — What is a guinea?

A. — It is one shilling more than a pound. There are no guineas in circulation; the prices in shops, however, are often expressed in guineas.

B. — Let us continue our promenade. But can't we take a cab, as I am very tired?

A. — Very well. Here is one. — Drive us slowly through Holborn to Oxford Street.

B. — There are so many things to look at in driving through these streets that we have not eyes enough to see them all. One cannot know what an immense town this is until one has been here for a while.

A. — This is Holborn Viaduct, one of the principal thoroughfares of the city, and this large crowded street is Holborn, where many retail shops are found. Now we shall drive through some side streets to the Museum. You may visit it when you have more time, in order to see the antiquities and old books and manuscripts, works of art, and many other highly interesting things.

Now we are back in the main streets. This is Oxford Street.

B. — I see that this is where the ladies do their shopping.

A. — Oh yes, there are many shops for dress materials, dresses, jewellery, millinery, and so on, in this street and those beyond. Do you see over there the sign of the Berlitz School? This is the head branch of that institution in London. — Driver! turn around and go back to Oxford Circus. Drive through Regent Street to Piccadilly, please. — This is a very fashionable shopping district. I don't like to go through these streets on foot because the goods exhibited in the windows are so attractive that I always spend a great deal of money in buying a lot of things I do not need. Here we are in Piccadilly Circus, and on our right is Piccadilly.

B. — What a splendid street, and what beautiful shops!

A. — Yes, but they are very expensive. You see that there are also some magnificent private residences here. Here is Burlington House, the Royal Academy of Arts; there is the mansion of the Rothschilds, and there the residence of the Duke of Wellington.

B. — What park is it that forms one side of Piccadilly here?

A. — It is Green Park. At the end of Piccadilly is Hyde Park, of which you have heard so much.

B. — It is getting late, and how dark it is growing! There! it is beginning to rain. We had better return to our hotel and continue our drive some other time when it is pleasant.

EXERCISES

1. Where do the two gentlemen go first? 2. Do they walk there? 3. Why not? 4. What do they take to go there? 5. What does Mr. A. do to stop the 'bus? 6. Do they go inside? 7. Why do they go on top? 8. What was formerly on the spot where Temple Bar stands now? 9. When was it pulled down? 10. What well-known church do the gentlemen pass? 11. Are there streets in different parts of London with the same name? 12. How are they distinguished? 13. Where do the gentlemen get off the 'bus? 14. Which part of London is the centre of the world's finances? 15. Where does the Lord Mayor of London live? 16. Do you enjoy automobile drives? 17. Do you enjoy theatres? 18. Does Mr. B. enjoy visiting London? 19. Will his pleasure be greater if he has something to drink? 20. When do you want to drink? 21. Does a walk in hot weather make you thirsty? 22. What do people do when they are thirsty? 23. Where do the gentlemen spoken of go to get something to drink? 24. Do they eat anything? 25. When do you eat? 26. How do you feel if you do not eat for a long time? 27. Who wants to pay? 28. Why does Mr. B. ask to be allowed to pay? 29. Do you need small change when you take a 'bus? 30. What do you do with a banknote if you need small change? 31. Are you familiar with

English money? 32. How many pence make a shilling? 33. How many shillings are in a pound? 34. How many in a guinea? 35. What is the value of a halfpenny in the money of this country? 36. How large is a sixpence? 37. Do the gentlemen continue their promenade on foot? 38. Why do they take a cab? 39. How do you feel after having walked a long distance? 40. Do they wish to drive fast? 41. Why do they tell the driver to drive slowly? 42. Have they many things to look at? 43. What word expresses that there are a great many people in Holborn? 44. What is the difference between a retail shop and a wholesale shop? 45. What can we see in the British Museum? 46. Why do the gentlemen not visit the British Museum on that same day? 47. What do they speak about when they drive along Oxford Street? 48. Are there signs in front of shops? 49. Can you name a very fashionable shopping district in London? 50. Which is the principal shopping district in this city? 51. Do you sometimes buy things which you do not need? 52. Why does Mr. A. not like to go through Regent Street on foot? 53. Are there many cheap shops in Piccadilly? 54. Are there any private residences there? 55. Are these residences beautiful? 56. What park is on one side of Piccadilly? 57. What park is at the end of Piccadilly? 58. Does their drive take a long time? 59. Do they finish it at an early hour? 60. At what time does it get dark at present? 61. Why is it growing dark when these gentlemen leave Piccadilly? 62. Were there clouds in the sky? 63. Was there a change in the weather? 64. Where do they go on account of the rain? 65. When will they continue their drive?

IN THE COUNTRY

Oral Introduction

Is it warm during Summer? Do you remain in town during Summer? Do you go to the seashore? Do you go to the country? Is it less warm (cooler) in the country than in the city?

In the country you see mountains and valleys, meadows,— fields, gardens,— villages, and summer cottages.

Which are the highest mountains in Europe (the Alps)? Is the city of Berne situated on a mountain or in a valley? Is a village as large as a city?

The meadow is covered with grass and some flowers, such as daisies, buttercups, etc. In the fields there are wheat and other kinds of corn. From wheat we make bread. With what is the meadow covered? What is the colour of grass? Where does wheat grow? What do we make from wheat? What is the colour of wheat in Summer?

In the gardens there are flowers, such as roses, tulips, pinks; there are also vegetables and fruit trees. What flowers are there in the gardens? Name some vegetables. Name some fruit.

Apples and pears grow on trees. The strawberry grows on a small plant. Roses grow on bushes.

Where do apples grow? Where do strawberries grow? Where do roses grow? In Spring the trees have buds and blossoms. In Summer they are covered with leaves and fruit. In Autumn the leaves fall. In what season do the trees blossom? What is there on the trees in Spring? In what season are the trees covered with leaves? In what season do the leaves fall? Do the trees bear fruit in Winter?

IN THE COUNTRY

Reading and Conversation

Edward.— It's very warm here in the room. Let us go out and take a walk. There is a cool breeze which makes the temperature quite pleasant.

Paul. — Very well: but don't let us walk in the sun; the heat and the strong light are very disagreeable.

Edward. — We can sit down under that large tree. It has many leaves. Its dense foliage protects us from the sun. You see how cool it is in the shade. Last week it rained a great deal, so that the plants have grown very fast. The ground is entirely covered with grass. Let us sit down on it. The sight of the beautiful green lawn is very restful to the eyes.

Paul. — What do you call in English those white flowers with yellow centres?

Edward. — They are daisies, and the others that are all yellow are called buttercups. Pick some of them and make a bouquet; we'll take it home. . . . But it is dinner time; we had better go back home now. . . .

Paul. — What trees are those in yonder field?

Edward. — They are apple-trees; those a little farther away are cherry-trees and pear-trees. All this belongs to Mr. Cruikshank. He also has a large garden where he grows vegetables and flowers.

Paul. — What a delicious odour! The entire vicinity is scented with it.

Edward. — It comes from those rose-bushes. Look! they are covered with roses, most of them in full bloom. Do you like flowers?

Paul. — Yes, indeed, I am exceedingly fond of them. I am going to pick a small bud to put in my buttonhole.

Edward. — Yes, but look out for the thorns. You will prick your fingers. "There are no roses without thorns."

EXERCISES

1. Which is the hottest month of the year? 2. Where is it warmer, in the house or outside? 3. Do you walk on

the sunny side of the street? 4. Do you walk near the houses? 5. Is there shade near the houses? 6. Where is it warmer, in the shade or in the sun? 7. Do you like to take a walk in the country? 8. What do you see in the country? 9. What is very restful to the eyes in Summer? 10. With what are the trees covered? 11. Do the leaves remain on the trees all the year? 12. What grows in the meadows? 13. What is the colour of corn in Summer? 14. Where do you cultivate vegetables? 15. Have you a garden? 16. Are there many flowers in the park? 17. Which flower do you like best?

THE ANIMALS

Oral Introduction

On this picture you see a horse, a cow, a dog, a lion, a tiger, and a bear. The horse is a domestic animal. The tiger is a wild animal. These animals have four feet. They are quadrupeds.

Here are birds. The eagle is a bird. The swallow is a bird. The chicken is a bird. Birds have two feet for running, and two wings for flying. Quadrupeds walk on the ground; birds fly in the air. Birds have neither a mouth nor a nose; they have a bill or a beak. The eagle has a beak; the swallow has a bill. Quadrupeds are covered with hair. Birds are covered with feathers.

Give the names of a few domestic animals. Name a few wild animals. How many feet has a dog? How many feet has a bird? What do the animals do with their feet? What do birds do with their wings? Where do the animals walk? Where do the birds fly? Has a bird a mouth? Has the eagle a beak? Has the swallow a bill? With what are quadrupeds covered? With what are birds covered?

The fish is in water. It moves by swimming. Where are the fish? Can a fish walk? Does it swim? Can a dog swim? Can you swim?

Animals eat, drink, and breathe, because they live. If an animal does not breathe, it cannot live. Can we live without eating? Can we live without breathing? What must we do in order to live? If you cut an animal's head off, can it live?

If an animal does not breathe, it dies. Do we die if we stop breathing?

Animals have five senses; they see, hear, smell, taste, and feel. We see with our eyes; the eyes are the organs of sight. We hear with our ears; the ears are the organs of hearing. We smell with our nose; the nose is the organ of smell. We taste with our tongue; the tongue is the organ of taste. We feel with every part of our body; the entire body is the organ of touch. Which are the organs of sight, etc.?

We breathe air. We breathe through the nose. We breathe with our lungs; the lungs are the organs of breathing (respiration). The lungs are in our chest. What do we breathe? With what do we breathe? Which are the organs of respiration? Where are the lungs?

We eat with our mouth. We eat food. We do not keep the food in our mouth; we swallow it. It goes down into the stomach. The food is digested in the stomach. The stomach is the organ of digestion. What do we eat? With what do we eat? Do we swallow our food? Where does the food go when we swallow it? Where is the food digested?

If I cut myself, a red liquid comes from the cut. That is blood. The blood circulates in our body. In our chest, on the left side, there is the heart. The heart makes the blood circulate. The heart is the organ of the circulation of the blood. What is the colour of blood? Is our blood warm or cold? Does the heart make the blood circulate? Where is the heart? The heart beats. If the heart does not beat, we cannot live. Do we die if the heart stops beating?

If your digestion, your respiration, and your circulation are good, you are in good health. If they are bad, you are ill. Are you in good health? Can you digest well if you eat too much? Am I ill if I drink too much? Can I remain in good health if I don't breathe well? Do we like to eat if we are ill?

THE ANIMALS

Reading and Conversation

Domestic animals: the horse, the ox, the cow, the donkey, the sheep, the dog, the cat.

Wild animals: the lion, the tiger, the bear, the wolf, the fox.

Birds: the chicken, the duck, the goose, the peacock, the eagle, the ostrich, the owl, the swallow, the sparrow.

Other animals: the fish, the snake, the frog, the bee.

Objects cannot move, but man and animals can move because they live. In order to live they are obliged to breathe, to eat, and to drink; without air, food, and drink, they cannot live, but die.

Man and most animals have senses, which are: sight, hearing, smell, taste, and touch. The eyes are the organs of sight, the ears those of hearing, the sense of smell is in the nose, that of taste in the tongue and palate, and the sense of touch is spread all over the body. Through sight we notice the different colours of objects, their shape, their size, the place they occupy, and the position in which they stand. Through our hearing we perceive the different sounds. Through touch we find out whether anything is cold or warm, hard or soft. We feel that ice is cold, that the stove is warm, and we feel a pain if we burn ourselves.

The animals are divided into classes, of which the principal ones are: quadrupeds, birds, fishes, reptiles, amphibians, and insects.

Quadrupeds live on land; they have four feet for walking, running, and jumping. Their bodies are covered with hair.

Birds live in the air and on the ground; they have, besides their two feet, two wings, which they use for flying through the air. In place of a mouth they have a beak (or bill); their bodies are covered with feathers.

Man and these two classes of animals have red, warm blood, and a heart, which makes it circulate. They have lungs for breathing, and a stomach to digest food. If

these organs do not work well, the person or the animal is ill; if the entire body works well, we are in good health.

A fish lives in water; it has neither feet nor wings, it has fins, and it moves about by swimming; its body is covered with scales.

The principal reptile is the snake, which has no legs. It creeps on the ground.

The frog is an amphibian, because it can live in water and on land.

Among the insects we shall mention the bee, the silkworm, the fly, and the moth.

The bee, which gives us honey, and the silkworm which produces silk, are useful; the fly and the moth, on the contrary, are harmful.

EXERCISE

1. Can plants move about? 2. What do animals need in order to live? 3. Can we live if we have nothing to eat? 4. What are we obliged to do in order to live? 5. Do all animals die? 6. Can plants grow without water? 7. What are the names of the five senses, and what are their organs? 8. What do we perceive through each of the five senses? 9. What are the principal classes of animals? 10. What are the names of the principal domestic animals? 11. Of what use are they to us? 12. What wild animal looks like a large dog? 13. To what class of animals does the elephant belong? 14. To what class does the moth belong? 15. What are the principal differences between a bird and a quadruped? 16. What is the name of the largest bird? 17. Is it a useful bird? 18. What is the name of the small brown-and-gray bird that we see so often in the street? 19. What domestic

bird has the most beautiful feathers? 20. What are the organs of respiration and digestion? 21. How is your health? 22. Where does the frog live? 23. Does a frog walk? 24. How does a snake move about? 25. Have you ever seen a snake? 26. Of what use are the bee and the silkworm to mankind?

MAN

Oral Introduction

We are human beings. Human beings are like animals in that they have to eat, drink, and breathe. But human beings are different from animals because they speak. Animals do not speak. We speak because we think. We think with the brain, which is in the head. The brain is the organ of thought. In what are we similar to animals? (In that we are obliged to eat, drink, and breathe.) What is the great difference between man and animals? (Speech and thought.) Why do we speak? Because we think. Which is the organ of thought? Where is the brain?

We think of objects which are present or absent. Who are the people present in this class? Are there any pupils absent? Is Mr. Berlitz present? Do you think of your lesson now? Did you think of your lesson yesterday? Yes, I thought of it. Do you think of Mr. Berlitz when you see his photograph? Do you think it rains when you see that people in the street open their umbrellas? Do you think I feel cold if I sit down near the stove? Did people in olden times think of the earth as flat? Yes, they thought so. What do we think about the shape of the earth?

What do you do here? You learn English. The teacher teaches; the pupils learn. Who teaches you to-day? Who taught you yesterday? What language do you learn? Where do the children learn reading and writing? If you wish to learn, you must study. Do you study your lesson? What language did you learn first? When were you taught reading?

If we have learned a thing we know it. You know how to count because you learned it in one of the preceding lessons.

You know how to write because you learned it at school. We know what we have seen and what we have been told. You know that I have a watch in my pocket, because you saw it. You know what my name is; I told it to you.

Do you know my name? Do you know Mr. Berlitz? Did you know him in 1910? Yes, I knew him. No, I did not know him. Do you know where he now is? Do I know how much money you have in your pocket? Do we know how many stars there are? Do you know what kind of weather we shall have next week? Do astronomers know the distance between the earth and the sun? Do we know if we shall live to-morrow? We learn many things, but we cannot keep them all in our mind; we forget them. Have you forgotten in what year Christopher Columbus discovered America? Do you know in what year Christopher Columbus died? You knew it when you went to school. Do you know it now? If you do not forget, you have a good memory. Have you a good memory if you forget quickly?

MAN

Conversation and Reading

Many animals have a sharper sense of sight or of hearing than mankind. The eagle can distinguish an object much farther away than we can, and a dog can follow the scent of his master by his sense of smell; but man has a more developed brain. The brain, which is in the head, is the organ of thinking.

When speaking, we think of what we say. We can think of persons and objects whether they are with us or not. You think now of your lesson. If you think of something else, you cannot understand me. You often think of your lesson when you are at home. Of what do you think at noon when the table is set?

If someone thinks much and correctly, we say he is intelligent; and if he learns quickly, we call him talented.

You make very good progress in English, because you have a talent for learning languages; and as you are intelligent, you understand quickly the meanings of the different words. A dog is more intelligent than a cat; it understands more quickly.

What we have learnt well, what we have been told, or what we have often seen, we know. You know many English words, because you have learnt them in your lessons. I know your name; you have told it to me. You have not seen how much money I have in my pocket, therefore you do not know. You know this gentleman, because you have often seen him.

We cannot keep in our minds everything we learn. Some things go out of our heads; we forget them. You have learnt many English words, but you have forgotten the spelling of some of them. Have you forgotten on what day you took your first English lesson?

With human beings the different feelings are much more developed than with animals. Animals like and love their little ones, but our mother's love for us is much stronger.

We feel admiration for anything very beautiful, and disgust when looking at something ugly. You therefore like to look at a beautiful picture, at a fine statue, and you hate to touch a dead animal or dirty objects.

If we like something, we have the wish to possess it; you wish to have fine clothes because you like them. You like the English language; that is why you study it.

If something agreeable comes to us, we feel glad (we feel pleasure); and if something disagreeable happens, we feel sorry. You are glad to see people whom you like, and you are sorry when they leave you. You feel glad if your teacher tells you that you are a good pupil; and if it rains, and you are obliged to miss your lesson, you feel sorry. Are you glad this piece is ended now?

EXERCISE

1. Is man above the animal in everything? 2. In what things is man inferior to the animal? 3. What bird has a very strong sight and what quadruped has a very acute sense of smell? 4. What is the organ of thought? 5. Where is the brain situated? 6. Do you think of your lessons when you are not here? 7. What did you think of at your last lesson? 8. Can you speak correctly without thinking? 9. Have all people a talent for music? 10. What do you go to school for? 11. What do you learn here? 12. Does a pupil know better than his teacher whether a word is right or wrong? 13. Do you know in what year Christopher Columbus died? 14. Did you know it when you went to school? 15. Have you forgotten it? 16. Did you learn it at school? 17. What do you feel when looking at a beautiful picture? 18. What do you feel when you see a dead animal? 19. Do you wish to be rich? 20. What do you wish to learn here? 21. What do you feel when your teacher tells you that your exercise is correct? 22. Are you glad when your lesson is over? 23. Are you sorry to leave the city during the Summer? 24. Are you sorry you are not in America?

THE FAMILY

Arthur. — Do you know where Mr. Porter lives?

Briggs. — I know that his house is in Victoria Street, but I can't think of the number. I knew it but I have forgotten it.

A. — Are you acquainted with Mrs. Porter?

B. — Yes, I have seen her several times. She does not go out much, as the care of her children takes all her time.

A. — How many children has she?

B. — Five: two boys, John and Willy; and three girls, Mary, Betsy, and Jennie.

A. — Is John the oldest?

B. — Yes, he is fifteen years old.

A. — And how old is Willy?

B. — He is ten years old; his sister Mary is older than he.

A. — Is Jennie the youngest?

B. — Yes, she is still a baby, not over two years.

A. — The Porters are very nice people, aren't they?

B. — Yes, indeed; Mr. Porter is an excellent father and Mrs. Porter a most kind-hearted mother. They care for nothing but their children, and the latter love their parents dearly.

A. — For how long have you known the Porter family?

B. — I have known the husband for quite a long time, but I made the acquaintance of his wife only when they returned to Norfolk.

A. — Didn't they live abroad for some time?

B. — Yes, their two youngest daughters were born abroad.

A. — How long have they been back?

B. — They have been living here now for about a year.

A. — Do Mrs. Porter's parents also live in the same town?

B. — They reside in the same street as their son-in-law. They occupy apartments with their son Paul, the eldest brother of Mrs. Porter.

A. — The two families visit each other a great deal, do they not?

B. — Oh, they are always together. The children are exceedingly fond of their grandfather, grandmother, and uncle, and the latter just spoils them by giving them everything they wish for.

EXERCISE

1. What is the title of the preceding piece? 2. What family is spoken of? 3. What are the names of the persons holding the conversation? 4. Which one begins it? 5. What question does he ask? 6. Where do you live? 7. Do you know where I live? 8. Did Mr. B. know where Mr. P. resides? 9. Where does he live? 10. Do you know Mr. Berlitz's address? 11. Have you ever known what street he lives in? 12. Are you acquainted with Mr. Berlitz? 13. Where did you get acquainted with your teacher? 14. Is Mr. Briggs acquainted with Mrs. Porter? 15. Has Mr. Briggs seen Mrs. Porter more than once? 16. Why does she go out so little? 17. Is it much work to take care of children? 18. How many children has Mrs. Porter? 19. How many boys? 20. How many girls? 21. Which one is the oldest? 22. Which one is the youngest? 23. How many brothers and how many sisters has John? 24. What is the age of the baby? 25. Have the Porters always lived in England? 26. Where was their baby born? 27. Where does Mr. Porter's father-in-law live? 28. Do the children love their grandparents? 29. And do the latter love their grandchildren? 30. Why does the uncle give his nephews and nieces everything they wish? 31. Who spoils these children? 32. How does he spoil them?

NOTES AND LETTERS

Invitation to Dinner

Mrs. —— requests the pleasure of Mr. ——'s company at dinner at seven o'clock on Tuesday, September the twenty-ninth.

Acceptance of Invitation

Mr. —— accepts with pleasure Mrs. ——'s very kind invitation for Tuesday, September the twenty-ninth.

Declination of Invitation

Mr. —— regrets extremely that owing to a previous engagement, he is unable to accept Mrs. ——'s kind invitation for Tuesday, September the twenty-ninth.

Invitation to the Opera

Chicago, February the tenth.

Dear Mr. ——,

We are planning to go to the Opera next Thursday evening to hear Caruso and Tetrazzini in "Faust" and shall be very glad to have you join us. We expect to leave the house promptly at eight o'clock.

Trusting to have the pleasure of having you with us, I am, with kind regards

Yours cordially,

Dear Mrs. ——,

Thank you for your very kind invitation for Thursday evening. I shall be especially pleased to come as I have never heard Caruso in "Faust." I note the hour and shall call promptly at eight o'clock.

Sincerely yours,

The Ritz-Carlton,
New York.

Dear Sirs:

Please reserve for me a single room with bath, preferably on one of the lower floors, for Friday evening, May 29th. I shall arrive on the 8:20 Chicago express.

Very truly yours,
Edward A. Jones.

Despatch

The Ritz-Carlton,
New York.

Reserve single room with bath lower floor. Arrive Friday evening.

Edward A. Jones.

Spink & Co.
67 Regent Street,
London, England.

Dear Sirs:

Please send me by return of post your latest catalogue. I am especially interested in leather goods and stationery.

Very truly yours,
James Henderson.

Mr. James Henderson,
King Street,
Warwick.

Dear Sir:

Under separate cover we are sending you to-day a copy of our catalogue as requested. We have now in press a revised edition of this catalogue, copy of which we shall forward to you in a few days. Trusting to hear from you further, we are

Very truly yours,
Spink & Co.

The Brown-Jones Company,
New York.

Dear Sirs:

During a recent visit to New York I ordered from you a set of Dickens, bound in ¾ morocco, to be sent C. O. D. Upon their arrival I find the books are not as represented, the binding being of an inferior quality and very much shopworn. I have, therefore, refused to accept the books,

Very truly yours,
Henry Simpson.

My dear Friend:

Here is some good news for you! We are coming to Chicago on the 25th inst. to visit my brother John. He lives in a very pretty cottage on the Sheridan Road not far from Highland Park. You will know it by the roses which climb almost to the top of the house. We expect to remain in Chicago for at least one week, perhaps for two, and hope to see you very often. My wife and children join in sending best regards to you all.

Sincerely,

My dear Miss James:

When I came away from your home last evening I found upon the sidewalk a very pretty pearl and gold scarf-pin. As it was lying very near your door, I think it perhaps was lost by one of your other guests. Will you please ask any of them whom you see and tell me if you find out who lost it? The scarf-pin has the letters "B" and "F" on the under side.

Sincerely yours,

My dear Friend:

You will be glad to learn that I have been invited to make a trip to Vera Cruz on a large yacht. We shall sail slowly down the coast of the United States, stopping at all the important seaports, and then crossing the Gulf of Mexico to Vera Cruz. I have always loved the sea, so that I am looking ahead with a great deal of pleasure to the coming voyage.

Very Sincerely,
Arthur Johnson.

APPENDICES

I. SUPPLEMENTARY EXERCISES

II. TABLE OF IRREGULAR VERBS

III. PRACTICE ON ELEMENTARY SOUNDS

APPENDIX I

Supplementary Exercises

EXERCISE 1

Quantity (singular)		Number (plural)	
Much little less the least	bread, meat, water, coffee, milk, sugar, etc.	many few fewer the fewest	books, pencils, apples, pears, potatoes, etc.

(Put words expressing quantity or number in place of the dashes.)

1. Do you drink —— wine? No, I drink —— wine.
2. Do you eat —— apples? No, I eat ——.
3. Have you —— money? No, I have ——.
4. Have I —— pencils? No, you have ——.
5. How —— pencils have I? You have three.
6. Have you as —— pencils as I? No, I have not so ——.
7. Do you put —— milk in your coffee? No, I put ——.
8. Have you as —— money as I? No, I have ——.
9. Is there as —— wine in the glass as in the bottle? No, there is not so ——, there is ——.
10. Have I as —— money as Mr. Morgan? No, you have ——.
11. Who has the —— money, you, I, or Mr. Morgan? Mr. Morgan has the ——.
12. And who has the ——? I have the ——.

13. Are there —— persons in this room? No, there are ——.

14. Are there as —— people in Brighton as in London? No, there are ——.

15. Do we drink as —— wine as water? No, we drink —— wine than water.

16. Are there —— flowers in this vase? No, there are very ——.

17. Are there —— pupils in the Berlitz School? Yes, there are a great ——.

18. Do you put —— sugar in your coffee? No, I put ——.

19. How —— pieces of sugar do you put in your coffee? Only one piece.

20. Have you —— or —— pencils than I? I have the same number.

21. Are there as —— pencils as books on the table? No, there are ——.

EXERCISE 2

EXAMPLES

Metals: Gold, silver, copper, brass, iron, steel, lead.
Cloth: Silk, velvet, linen, wool, cotton, felt.
Other substances: Paper, leather, stone, glass, wood.

My watch is made of gold.	I have a gold watch.
Your dress is made of silk.	You have a silk dress.
His coat is made of wool.	He has a woolen coat.
The inkstand is made of glass.	It is a glass inkstand.
The table is made of wood.	It is a wooden table.

PRACTICE

What are the following objects made of:

The table, the window, your boots, your handkerchief, my coat, the ladies' dresses, Mr. Johnson's cuffs, Miss Mary's earrings, a penny, a shilling, a sovereign, a knife, a fork, a spoon, the wall, the gas-fixture, the lock, the key, etc.

Is this a silk dress? No, it is a —— one. Have you a silver watch? No, I have a —— one. Is this a linen coat? No, it is a —— one. Have you a marble table? No, I have a —— one.

EXERCISE 3

EXAMPLES

My watch = mine, your watch = yours, his hat = his, her hat = hers, our teachers = ours, their clock = theirs.

PRACTICE

(Complete the apostrophized words.)

1. M' watch is made of silver, what is y' made of? 2. Are these Mrs. Jackson's gloves? Yes, they are h'. 3. Is this y' hat? Yes, it is m'. 4. Is this m' book? No, it is not y'. 5. Is this Mr. Berlitz's auto? Yes, it is h'. 6. Have Mr. and Mrs. Walters th' letters? Yes, he has h' and she has h'. 7. Are these o' handkerchiefs? No, they are not o'. 8. At what time do you take breakfast in y' house? I take m' at seven o'clock, my wife takes h' at eight and the children take th' at nine. 9. Whose penmanship is better, John's or Jenny's? H' is better than h'. 10. Whose umbrella have you, m' or Mr. Berlitz's? I have neither y' nor h', I have m' own.

EXERCISE 4

EXAMPLES

Some people walk in the shade; they do not feel the heat. Others walk in the sun; they feel the heat.

People who walk in the shade do not feel the heat; those who walk in the sun feel it.

The tree has dense foliage; it gives us shade.

The tree which has dense foliage gives us shade.

You see people in the park; they are taking a walk.

The people (whom) you see in the park are taking a walk.

We eat many things; they are called eatables.

The things (which) we eat are called eatables.

You see a person's picture; he is English.

The person whose picture you see is English.

The leaves of the tree have fallen; it does not give much shade.

The tree, the leaves of which have fallen to the ground, does not give much shade.

We speak of a person; he is my teacher.

The person of whom we speak } is my teacher.
The person (whom) we speak of }

We read about flowers; they do not grow in America.

The flowers about which we read } do not grow in
The flowers (which) we read about } America.

PRACTICE

(Make one sentence of each pair, similar to those in the preceding examples.)

1. What is the title of the book? We have read it.
2. Persons play at the theatre; they are called actors.
3. Who is the person? He is speaking to you now.

4. Who is the person? You have spoken to him.

5. Do you like to sit down under a tree? It gives shade.

6. Name some flowers; they grow among the grass.

7. The tree has few leaves; it gives little shade.

8. You have seen a person's photograph; is he your teacher?

9. We read a book; it was written by Mr. Berlitz.

10. Who is the person? You have written to him.

11. Are there any roses? They have no thorns.

12. Are there any persons? They cannot speak.

13. Flowers grow among the grass; do they smell sweet?

14. Are these people English? You speak to them.

15. Do the flowers grow in England? You have read about them.

16. Animals live on land and in water; they are called amphibia.

17. I gave money to a person; he is my brother.

18. I received a letter from a lady; she is my sister.

19. I bought a ring; it is set with diamonds.

20. People eat too much; they get ill.

21. The man is my friend; you met him.

22. The boy plays too much; he will not learn anything.

23. Parents spoil their children; they are too kind to them.

24. I spoke to you about a book; it was written by Stevenson.

25. The man has gone to Europe; I bought my house of him.

26. Is the person an Englishman? He gives you lessons.

27. He does not wish to have more money; is there such a person?

EXERCISE 5

The pupil is to construct questions for the following answers:

1. There are books, papers, pencils and pens on the table. 2. My book is blue. 3. No, your hat is black. 4. It is in my pocket. 5. Yes, I have some. 6. No, I have none. 7. I have five pounds. 8. There are twenty shillings in a pound in English money. 9. I am writing. 10. A letter. 11. To my brother. 12. Yes, he often writes to me. 13. Yes, he wrote to me yesterday. 14. It is now ten o'clock. 15. The train leaves in half an hour. 16. We dine at seven o'clock. 17. No, I don't read the paper every morning. 18. Yes, I read yesterday's paper. 19. I was in New York last summer. 20. We had very pleasant weather. 21. In the evening we went to the theatre. 22. Yes, we frequently took walks. 23. We walked till we were tired. 24. We took a taxi. 25. We went home for dinner. 26. We spend the summer in the country. 27. No, last summer we remained in town. 28. Yes, we shall go to England next year. 29. I have twenty dollars. 30. This hat costs three dollars. 31. The price of these gloves is a dollar and a half. 32. Yes, the quality is very good. 33. No, they are not too large. 34. On the upper floor. 35. The cashier. 36. The best shops in New York are on Fifth Avenue. 37. Yes, there are many good hotels in New York.

APPENDIX II

TABLE OF IMPORTANT IRREGULAR VERBS

Present	Imperfect and Past participle alike
I cut	
" put	
" let	like the present
" set	
" spread	
" lay	I laid
" say	" said
" pay	" paid
" carry	" carried
" study	" studied
(and others ending in y)	
I hear	I heard
" read	" read
" hold	" held
" tell	" told
" sell	" sold
" make	" made
" have	" had
" send	" sent
" spend	" spent
" build	" built
" keep	" kept
" sleep	" slept
" creep	" crept
" meet	" met
" feel	" felt
" lose	" lost
" sit	" sat
" teach	" taught
" catch	" caught
" think	" thought
" bring	" brought
" buy	" bought
" seek	" sought
" find	" found
" bind	" bound
" wind	" wound

Present	Imperfect	Perfect
I take	I took	I have taken
" shake	" shook	" " shaken
" stand	" stood	" " (like imperf.)
" ride	" rode	" " ridden
" drive	" drove	" " driven
" write	" wrote	" " written
" rise	" rose	" " risen
" shine	" shone	" " (like imperf.)
" speak	" spoke	" " spoken
" tear	" tore	" " torn
" wear	" wore	" " worn
" get	" got	" " gotten
" fly	" flew	" " flown
" blow	" blew	" " blown
" throw	" threw	" " thrown
" grow	" grew	" " grown
" know	" knew	" " known
" begin	" began	" " begun
" drink	" drank	" " drunk
" sing	" sang	" " sung
" swim	" swam	" " swum
" run	" ran	" " run
" swing	" swung	" " (like imperf.)
" hang	" hung	" " (like imperf.)
" come	" came	" " come
" eat	" ate	" " eaten
" see	" saw	" " seen
" give	" gave	" " given
" fall	" fell	" " fallen
" bite	" bit	" " bitten
" choose	" chose	" " chosen
" lie	" lay	" " lain
" am	" was	" " been
" do	" did	" " done
" go	" went	" " gone
must / am obliged	" was obliged	" " been obliged
can / am able	could / " was able	" " been able

APPENDIX III

Practice on Elementary Sounds

THE VOWELS

a

rat, pat, mat, hat, tack, ram, sham, pan, hang, bank, stamp, lamp, drank;

rate, late, pate, mate, hate, skate, take, name, same, game, shame, pane, make, cake, shake, taste;

arm, harm, card, hard, part, large, march, harp, dark, mark, bark, smart;

all, hall, fall, ball, tall, wall, salt, small, warm, want, talk, chalk, walk.

e

let, get, pet, bet, peck, neck, best, desk, next, fresh, shell, slept, help, spend, lent, lend, mend;

me, he, she, feet, see, cheek, keep, bleed, sleep, green, heel, tree, street, meet.

i

bit, rid, rip, fin, pin, sin, win, swim, split, sit, trick, sick, lift, swift, bring, drink;

bite, ride, ripe, fine, pine, shine, wine, kite, mite, pike, nine, mile, five, fire, dine, blind, wild, mild, kind.

The teacher should not only practise the above words, but also others similar to them, writing them distinctly on the blackboard. The meaning of the words given as pronouncing exercises should not be explained. We have given only the principal sounds of the letters; accidental sounds and rare combinations of letters can be taught when met.

o

stop, rock, not, pot, trot, top, block, shop, clock, lock, long, song, strong, prompt;

pole, pose, home, hope, spoke, rose, stone, rope, host, most, gold, sold;

moon, soon, noon, spoon, school, cool, boot, poor, broom, stool, hoop.

u

us, run, gun, hum, plum, sun, fun, cut, muff, cuff, dull, must, luck, duck, much, sung, rung, dusk, trust, crush, bunch;

use, pure, cure, tune, duke, tube, mute, due, hue, imbue.

er, ir, ur

her, fur, fir, sir, stir, pur, cur, burn, firm, first, burst, girl, hurl.

y

yes, yonder, young, yule, yell, yellow;

my, dry, fly, sky, cry, pry.

ai, ay

sail, rail, nail, rain, pain, paint, grain, claim, wait, maid, paid, day, may, pay, gray, play, way, stay, hay, lay, pray.

aw

draw, drawn, law, lawn, shawl, straw, claw, crawl, yawn.

ea

heat, deal, treat, reach, clean, meat, clear, fear, each, leave, dream, speak, mean, hear;

dead, deaf, dealt, meant, spread, dreamt, great, bear.

ie = i

flies, tries, pie, lie, skies, cried, spied.

oa = o

boat, soap, foam, soak, coat, loaf, goat, oak, float, roast, board.

ou

house, out, loud, about, mouse, rouse, shout, found, hound, proud, sound, stout, pound, flour, count, mouth.

ow = o

low, blow, show, slow, snow, glow, mow, bowl, own flown, grown.

ow = ou

now, how, cow, brow, brown, gown, drown.

ew = u

pew, few, new, dew, drew, stew, strew.

oy

boy, toy, destroy, employ, enjoy.

THE CONSONANTS

b, p

bee, pea, blast, plaster, blessing, pleasant, hub, hop, robber, ripper, baby, papa, ebb, up, bit, pit, robe, rope.

d, t

ride, rite, tried, trite, side, site, dry, try, teem, deem, doe, toe, cold, colt.

g, k

go, get, keep, kid, lock, lack, lag, leak, leg, peg, peck, glad, kick, sack, sag, drag, fig, big, pick, pig.

s, z

so, see, seal, less, miss, fuss, buzz, fuzz, zeal, lazy, as, is, has, goes, was, runs, comes.

c = ss

face, race, place, dance, since, ceiling, celery, cigar, Cicero, Cincinnati.

c = k, g

can, come, cube, crack, cocoa, corn, scold, scrap, strict, gold, cold, glean, grate, crate, grave, crave.

g

go, get, give, bag, big, glen, green, —long, song, wing, sting, finger, longer, linger;

gem, German, gill, gin, giraffe, large, hedge, bridge, singe, hinge, lounge.

ch, sh, j (g)

chum, shun, jam, sheer, cheer, jeer, jar, cherry, sherry, jolly, jelly, chilly, mush, much, barge, cash, rash, rush, such, wish, which, large, church, ginger, launch, lounge.

qu

quit, quack, quest, queer, queen, square, squeak, squint.

f, v

ferry, very, life, alive, fife, five, have, off, give, if, strife, strive.

w, wh

we, will, want, weed, wing, were, where, witch, which, why, when, war.

f, v, w

fill, will, file, vile, while, fit, wit, feel, veal, weal, valve, wolf.

s, th, t, d

sick, thick, sin, thin, tin, sat, that, see, the, lass, lath, moss, moth, three, tree, thirty, dirty, den, then, think, sink, tinker, thinker, deft, theft.

th

thick, thin, three, thirty, — with, cloth, tooth, that, this, than, them.

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